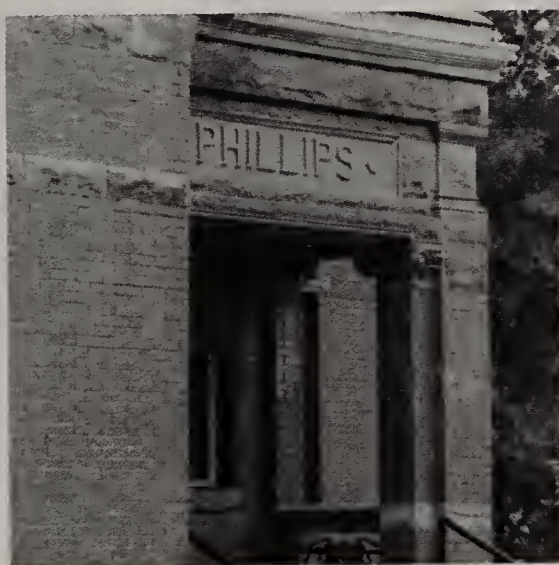


THE PHILLIPS ACADEMY SUMMER SESSION 1990



The Phillips Academy Summer Session 1990

June 28 — August 8



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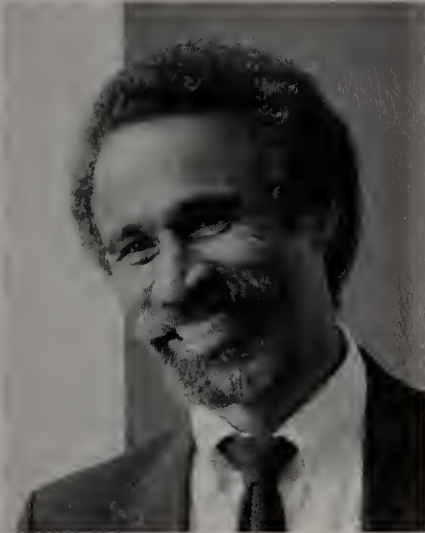


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From the Director



In a 1942 pamphlet, the first director of the Summer Session, Wilbur J. Bender, put forth this galvanizing mandate for future Summer Session students:

Our country is fighting for its very life, and . . . every value we hold dear is at stake. Everyone of us has a responsibility to do, or to get ready to do, whatever we are best-fitted for. This will be no summer for gilded youth to loll on yacht club floats or function solely as drug store cowboys. The . . . Summer Session will offer a unique opportunity to prepare intelligently for effective national service.

Although the context has changed and although “lopping on yacht club floats” and being “drug store cowboys” may have been supplanted by other youthful pastimes, there is today much cause for the Summer Session to have clear academic purpose and high regard for the societal problems that endanger “every value we hold dear.” The Summer Session strives through a demanding academic program and extensive extracurricular programs to assist students in their preparation for college and “for effective national service” more than Mr. Bender had in mind. Faculty who have impressive scholastic and pedagogical credentials and experiences and who have exhibited exceptional commitments to high school youth are assisted by Teaching Assistants (TAs) who have just completed laudable college careers or who are enrolled in graduate school or professional school programs. Together the faculty, TAs, two deans with extensive experience in the summer and winter sessions and an experienced staff work to serve each student as an individual and as a member of a group.

With the first director’s words behind it and the revised Statement of Purpose before it, the Summer Session is an academically demanding program with a keen moral and humanistic sense. Voted by the Phillips Academy faculty in the spring of 1988, the school’s revised Statement of Purpose states:

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic, and geographic backgrounds.

The Academy’s scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in esthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multi-cultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

The academic standards are high, the rules are strict, but the faculty, TAs and staff are committed to serving each student and to making the Summer Session a place of learning and of joy.

The Place

Phillips Academy, Andover, is the oldest incorporated boarding school in the nation, now in its 212th year. From its beginning the Academy has been open to youths from all sections of the country and from abroad, seeking always to develop in its students sound scholarship, character, and self-reliance in a tradition of national service and devotion to democratic ideals.

The buildings and facilities of the Academy, located on 450 acres of landscaped campus, are uncommonly varied and beautiful. Particularly outstanding are the Addison Gallery of American Art, the Peabody Museum of Archaeology, the Moncrieff Cochran Sanctuary, the Arts and Communications Center, the 101,000-volume Oliver Wendell Holmes Library, and the impressive athletic complex. In addition, Andover's six classroom buildings lend their own special charm to the campus: Charles Bulfinch Hall (English), Thomas Evans Hall (Sciences), William B. Graves Hall (Music), Samuel F. B. Morse Hall (Mathematics and Computer), Eliphalet Pearson Hall (Classics), and Samuel Phillips Hall (History and Modern Foreign Languages).

At the center of Andover's intellectual life is the newly restored Oliver Wendell Holmes Library, named after the famous doctor and poet who was a member of the class of 1825. The building, which consists of the original 1930 structure of 30,000 square feet and an addition of 30,000

square feet completed in 1988, contains the academy's main library collection. The stacks are open to students. In addition to academic work, students and teachers use the library collections to explore new fields of interest and to read casually. The library subscribes to over 260 American and foreign periodicals and daily papers from cities throughout the country. A microfilm file of *The New York Times* is available. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, papers and books of Oliver Wendell Holmes, and one of the world's leading collections of Vergiliana. The facility also houses the academy's Computer Center, a day student locker area, faculty research carrels, faculty reading room, and a number of classrooms and seminar rooms.

The Computer Center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers, Imagewriter, Laserwriter, and various other letter quality printers. A wide range of software is available, and instruction in computer usage is provided. The center is open during the regular operating hours of the library.

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about



the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor to Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field, now the site of the Fuller Memorial Carillon Tower. Paul Revere engraved the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.

The Phillips Academy Summer Session

The teaching faculty, composed of teachers from Phillips Academy and other distinguished schools and colleges, have been selected for their excellence in the classroom and their understanding of young people. The senior teaching staff is augmented by a corps of some 50 Teaching Assistants, recent graduates of the country's top colleges and universities, whose enthusiasm for learning serves students as a model for serious but joyful intellectual inquiry. Teaching Assistants work in the classroom, assist in Afternoon Activities, and serve as advisors in the dormitories. The faculty offer courses which challenge and extend the intellectual, aesthetic, and ethical interests of able students from public and private secondary schools. All courses demand rigorous application, while many offer subjects or approaches rarely found in the conventional high school curriculum. Average class size is 12.

Students may choose a course or courses that enable them to explore fields in which they have already demonstrated competence, or they may choose to begin work in a new field. Applicants should take note that the Summer Session's courses are for strongly motivated students. Given the professional qualifications of the instructors and the high caliber of the students, all courses proceed rapidly and probe deeply; the advanced courses are conducted at the Advanced Placement college level.

One of the most pleasant and beneficial experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic circumstances. In 1989 the 778 students (345 boys and 433 girls) came from 44 states, the District of Columbia, and 26 foreign countries; 25 percent were granted full or partial scholarships.

Dormitory Life

Summer Session “graduates” invariably point to their dormitory experience as a source of learning and enjoyment. Students who, within a year or two, will have to make the adjustment to living on a college or university campus, learn through dormitory life at Phillips Academy to respect the rights of others. Equally importantly, they learn how to set priorities for work and play. The combination of one Major and one Minor course means that each student spends at least three hours per day in the classroom six days a week with an equal or greater number of hours spent in daily preparation, usually in the dormitory, but often in the Library, Computer Center, Art Studios, or Theatre.

To assist students in this living and learning experience, each dormitory is staffed by a House Counselor, an adult whose sensitivity to student concerns is balanced by a commitment to maintain an atmosphere in which hard work can be performed effectively. Teaching Assistants serve as a second adult presence in the larger dormitories.

Since living closely with other young people of widely differing backgrounds is one of the most rewarding experiences of the Summer Session, *requests for friends as roommates are not honored.*

The Summer Session does not allow room visiting to the opposite sex. Most dormitories have Common rooms where students may socialize in the free time before Study Hours commence at 8 p.m. The Ryley Room, the campus snack bar and lounge, is also available at hours listed in the student “Blue Book.”

House Counselors take the time to learn about each of their students, look after their welfare, stay abreast of their activities, and act as their advisors. They write reports on the overall performance of each student at the end of the Session.

Unlike grades and Teachers’ Reports, House Counselor Reports are not part of the students’ Summer Session transcript; they are solely for the information of parents.





Individual Responsibility and Discipline

The Summer Session assumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs and to take responsibility for their own actions, whether or not those actions are explicitly covered by the rules.

Students may not haze or in any way show disrespect for any individual's race, class, or gender. Students may not gamble or purchase, possess, or use alcohol, drugs, or drug paraphernalia. For health and safety reasons, the *Summer Session does not permit smoking on campus*, either inside or outside the dormitories. Students are held financially responsible for any damage or abuse of school property. Cheating and academic dishonesty of any kind break the bond of trust between student and faculty and cannot be tolerated.

The Student Blue Book, sent to admitted students, spells out the fundamental rules of the Summer Session. These rules are few, but essential for the health of the community. Students who show themselves unwilling to conform to the rules or who jeopardize the welfare of others are dismissed.

Academic Requirements Majors and Minors

The course load for each student is 18 hours of class work a week (three hours a day in the classroom, six days a week). The requirement is fulfilled by taking either a 12-hour Major course and a 6-hour Minor or by taking one 18-hour course. Since, in general, up to one and a half hours of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with the 18-hour program. Exceptions: By their special nature, the Chamber Music Program requires 24 hours and Intensive- Studio Art 32 hours a week in the classroom.

Selecting Courses

Students should select their courses with care, noting any prerequisites, and they should list alternate choices in order of preference. Serious consideration of course choices will minimize the need for unnecessary and sometimes impossible course changes. It is important that our applicants understand that, despite our best efforts, it is sometimes necessary for them to accept their second or third choices of courses. On the one hand, the Summer Session reserves the right to withdraw any course that fails to attract a sufficient enrollment; on the other hand, many courses simply fill up very quickly, and often it is not possible to offer multiple sections of the most popular courses. Students whose first language is not English should consult the Foreign Student Information Insert for additional course selection guidelines.

Grades

Grades are given in all summer courses on the regular Phillips Academy scale of zero through six. Translation of our scale is shown below:

6 High Honors	100-93
5 Low Honors	92-85
4 Good	84-77
3 Satisfactory	76-69
2 Passing	68-60
1 Failure	Below 60
0 Low Failure	Below 40

Academic Standards

The standards for evaluating a student's performance in the Summer Session are the same as for those who attend Phillips Academy in the wintertime. Standards are high, but no dedicated student ought to fear to accept the challenge.

Academic Credit

Students seeking academic credit for summer study should make arrangements in advance with their own schools. Since many courses do not cover the material in standard curricula, they may not fulfill the requirements of the student's home school. Applicants must, therefore, check to see what their schools will accept.

We recommend that schools give equivalent credit for any of our Summer Session courses in which students earn a grade of 3 or better—the higher the grade, the more enthusiastic our recommendation.

Upon written request, the Summer Session gladly forwards grades and a copy of the teachers' final comments to the student's home school. The Summer Session will also forward an official transcript, accompanied by teachers' reports, to colleges upon receipt of a written request accompanied by a \$2 fee for each transcript.

(MS)²: Math and Science for Minority Students

In response to their under-representation in mathematics and science professions, the (MS)² Program—Math and Science for Minority Students—offers African-American, Hispanic, and Native American students three consecutive tuition-free summers of intensive study of mathematics and science. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. In order to achieve the goal of the (MS)² Program, which is to prepare its students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine, (MS)² students follow a rigorous, three-year sequence of courses in math and science, reinforced by an English composition component. (MS)² students are able to participate fully in Summer Session dormitory life and the Afternoon Activities program, though their course load is different from and heavier than that of other Summer Session students. For applications and information contact directly Mr. Walter Sherrill, Director; Mrs. Dorothy Russek, Administrative Assistant, (508) 475-3400, Ext. 293.





Chamber Music Program

Through this program the Summer Session offers a special opportunity for musically talented students. The program provides individual instruction, ensemble work, a chamber orchestra, and chorus involving all combinations of voice, piano, strings, woodwinds, and brass instruments.

Music students are an integral part of the Summer Session—class hours, afternoon activities and mealtimes, for example, are the same for music participants as for all other students. For more information, please see pages 34 and 35.

Music Lessons

For those who do not participate in the Chamber Music Program, but would like to study music during the summer, private lessons on nearly every instrument of a Chamber Music Orchestra, as well as on guitar and some instruments used only in symphonic music, are available on a non-credit basis for an additional fee of \$30 each, \$180 for six weeks.

Please note that music and voice lessons are not Major or Minor courses, nor are they taken in lieu of Afternoon Activities. Music lessons are extracurricular, individual, and private.

Music fees should be paid directly to the instructor after sign-up with the Department.

Intensive Studio Art

The Summer Session also offers a special program for promising students of the Visual Arts. This unusual opportunity provides an intensive and thorough preparation for Advanced Placement portfolios in Ceramics, Photography, Painting, Printmaking, and Sculpture.

Intensive Studio Art students have the same daily schedule as the rest of the student body, but their academic work is singularly and exclusively in the field of art. See page 21 for more information.

Off-Campus Excuses

With written permission from their parents and from the Summer Session, students may (except on the first weekend) leave campus on Saturday or Wednesday afternoon or on Sunday, or they may make a weekend overnight visit (Saturday night) to their own home or to a friend's. An invitation from an adult is required if the student is to be overnight at a friend's. Overnight Excuses expire at 8:00 p.m. Sunday, Day Excuses at 8:00 p.m. on the day of the excuse. *No off-campus excuse, whether with or without parents, may interfere with the student's responsibility to attend every class, Monday through Saturday.*

The Work Program

The Academy continues to maintain its tradition of service and individual self-reliance, and it firmly believes in the value and dignity of productive labor in concert with one's peers. Consequently, students are expected to participate in a work program designed to maintain a healthy standard of living in the dormitories, and students must also take a brief turn at scullery duty in the kitchen and dining hall.

Dress

Dress is informal, but students are expected to be clean and neat. Boys and girls dress informally but with a sense of propriety; although coats, ties, and dresses continue to appear, there is no dress code.

Study Hours

There are many short periods in the daily schedule when students can study, but the bulk of their homework is customarily accomplished in the evenings after 8:00 p.m. Whether studying in their dormitories, the Library, the Photo or Language Laboratory or the Art Studio, students are required to keep these evening hours quiet and in every way conducive to study.

Morning Break

The daily school break from 10:00 to 10:30 a.m. is intended to be an opportunity for students and faculty alike to talk informally over fruit, milk, and other treats. Often it is also the occasion for school announcements or entertainment.



The Daily Schedule

	7:15	Breakfast
8:00 –	10:00	Major course Classes
10:00 –	10:30	School Meeting/Morning Break
10:30 –	11:42	Minor course Classes*
11:47 –	12:59	Minor course Classes*
11:30 –	1:30	Lunch
1:35 –	2:55	College Rap Sessions**
3:05 –	5:05	Afternoon Activities**
5:00 –	6:30	Dinner
	8:00	Evening Study begins
	10:00	Students in their dorms
	11:00	Students in their own room

**No Minor Course classes on Wednesdays

**Not applicable on Wednesday and Saturday

Afternoon Activities

The Summer Session has a strong instructional and recreational program. Such activities as basketball, tennis, swimming, soccer, styxball (a coed hybrid of boys' and girls' lacrosse), softball, volleyball, weight training, aerobics, modern dance, physical fitness and squash are offered. All activities are coed. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Of additional interest are a number of activities not always available in secondary schools. Some of the most popular are gymnastics, fencing, "Encounter" (see next page), and community service.

College Counseling

A special feature of the Summer Session is a series of twice-weekly workshops on both general and specific topics relating to college admissions. Some of the 1989 workshops covered: "Writing College Application Essays", "SAT, ACT, ACH: Standardized Tests — What are They For?", "How College Admission Offices Evaluate Your Application", and "Financial Aid — What It Is and How To Get It." In mid-July the College Fair brings close to 100 college representatives from around the nation to campus to meet with students in the Gym. A full-time College Counselor sets up these events and is available for individual student conferences.

Trips and Tours

Special trips and tours offer travel to Red Sox baseball games, to the beach on Sundays and on Wednesday afternoons, to nearby college campuses, to Portsmouth, NH, for whale watching off the coast, to Tanglewood concerts, etc.

Beach trips are partially supported by the Summer Session and cost the student \$6 per trip, but the full expense of the other special trips is passed on to the students at prices that cover all costs. Those availing themselves of several such opportunities may well need more than the usual \$350 to cover personal expenditures.

Encounter

In recent years, the Summer Session has developed an outdoor education program called Encounter, which is available as an afternoon activity. It is directed and conducted by outdoor specialists who work with similar programs throughout the year. In general, Encounter is a series of physical and psychological challenges—compass-bearing hiking, rock climbing, rappelling, canoeing, and obstacle course maneuvers—in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Popularity requires that Encounter be given twice, in three-week segments, to allow the largest possible enrollment.



Health Supervision and Medical Expenses

The Isham Infirmary of Phillips Academy is licensed as a hospital by the Commonwealth of Massachusetts. Registered nurses are on duty at all times, and in addition to usual office hours a physician is always on call. All minor illnesses and injuries are treated at Isham by the infirmary staff. Parents are responsible for the cost of medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, outpatient surgery, and orthopedic appliances. Daily charges are made when a student is admitted to Isham. Most family medical insurance plans will meet at least some outpatient and inpatient charges. An excess insurance policy, designed to cover ineligible charges and amounts credited to deductibles under primary insurance, is included in tuition cost. (Cost is kept minimal through inclusive enrollment). Full details are sent after acceptance. Students at Summer Session are not required to have routine physical examinations done if they are in good health. *If significant health problems or hazards, such as allergies, exist, they MUST be reported and accompanied by current evaluation and recommendations by the appropriate physicians.*

Religious Services

Protestant churches of several denominations, a Roman Catholic church, and a Jewish Reform temple in the town of Andover welcome students of the Summer Session for worship; and both Christian and Jewish services are also held by the respective Chaplains in the Academy's Cochran and Kemper chapels every week.





Tuesday Colloquia

Faculty members organize and lead weekly colloquia on contemporary socio-ethical issues. These meetings, held Tuesday evenings from 6:45 to 7:45 p.m., feature speakers or movies or both on a controversial event or attitude. Brief discussion follows each presentation. The colloquia are open to all who wish to attend.

Winter Session

Admission to the Summer Session is separate from Winter Session admission. Students admitted to the Winter Session may attend the Summer Session prior to their first September on campus. Note that the Winter Session has an application deadline of February 1 and an admissions deadline of March 10. Those interested in attending the Winter session should contact the Director of Admission, Phillips Academy, Andover, MA 01810 (508) 475-3400 x 596.



Description of Courses

In sequential subjects such as mathematics and foreign languages, prerequisites for admission are listed in the course description to enable students to place themselves as accurately as possible at the appropriate level. To the right of the title of each course appears the grade level(s) which the student should be entering in order to enroll in the course.

Major Courses

THE VISUAL ARTS

Intensive Studio Art

All Grades

32 Hours

This program is designed for the very serious student who is eager to explore many possibilities in visual media and expression. Due to the intensity of this program, students should not expect to have as much free time for extra-curricular activities as students in other Summer Session programs. Students devote 20 hours per week to basic visual studies: 2-D design, drawing, photography, 3-D design and Art History. This study is enhanced through the use of computer graphics. An additional 20 hours per week are spent concentrating on one of 5 studio areas: sculpture, printmaking, photography, ceramics or painting. Visits to Boston art collections supplement the studio program. There is a \$60 fee for materials.

Facilities

- The Ceramics Studio is furnished with 13 wheels, several kilns for many types of firing both stoneware and porcelain, and chemicals and equipment for making one's own glazes.
- The Sculpture Studio is equipped for working in metal (brazing and welding), plastics, wood, plaster, and mixed media such as kinetics.

- The Printshop provides for most methods of intaglio, relief, collograph, and silkscreen including the photographic processes.
- The Photography Labs offer twelve professional enlargers and corresponding equipment for chemicals.
- Several computers are available for a wide variety of computer graphics techniques.
- All resources of Phillips Academy's Addison Gallery of American Art, Audio-Visual Center, and the Oliver Wendell Holmes Library are available in addition to weekly visits to Boston museums and galleries.

Advanced Placement

Intensive Studio Art is an excellent opportunity for the ambitious student to develop a portfolio for Advanced Placement in Studio Art, which of course can lead to advanced standing, credit in many liberal arts colleges and art schools, and bypassing freshman foundation courses.

Admissions Portfolio

The program welcomes applications from both students with little previous studio training, and also those who are more experienced. Applicants should submit slides or photographs of at least 5 examples of art work along with the Summer Session application (Form 1 and Autobiographical Statement). *Please do not send original art work.* The application portfolio will be returned only if accompanied by a return envelope with postage. The school cannot accept responsibility for loss or damage, however.

MAJOR COURSES

DRAMA

Play Production Workshop *18 Hours*

All Grades

This course offers an intensive introduction to all aspects of the theatre, with equal weight placed on acting and on the principles of design. While the ultimate objective of the class is the presentation of a final production at the end of the session, there will be several mini-productions in order to expose each member of the class to all parts of a production. This class requires a substantial commitment to working and a real openness to new experiences. The academic load is substantial, and the amount of physical labor is probably greater than you think.



ENGLISH

Radio, Newspaper, and Documentary Film

Writing, analyzing and producing are the three skills emphasized in each of the following courses. Because students progress most as writers when they create and analyze within the same discipline, these courses give students a demanding series of opportunities to write for, analyze examples of and produce for radio, newspaper or film. After writing and analyzing in the context of one of these three media, students produce radio programming, the *Summer Phillipian* (the student newspaper) or a documentary film. (See also Minor Course listing: Film and Society, page 45)

Radio Production *18 Hours*

11-12

This intensive course explores the skills and knowledge required to produce radio and audio programming. Topics to be studied include writing for radio, media ethics, audio recording, tape editing, sound mixing, radio performance, programming, and advertising. Instruction will be supported through work on radio station WPAA. The final project will consist of the production of one of the following, a short radio drama, documentary, or entertainment feature. This exciting creative experience, exploring the sound media, will require significant independent work on the part of the students. Readings will be drawn from *Radio Production*, by O'Donnell, Hausman, Benoit; *Every Night At Five*, by Susan Stamberg; *Telling the Story*, by Larry Josephson.

**Documentary Film: Theory
and Production****11-12***18 Hours*

What is a documentary? How is society documented? This course examines the ways in which the documentary approach, particularly film/video, tells a story. Students will look at documentaries of varying length and subject matter and discuss both the issues raised by the documentaries as well as the techniques used by the producers to bring out these issues. The course is also a workshop in which students will learn to use video and editing equipment to produce their own "on-campus" documentary. Considerable time will be devoted to script writing, editing, and interviewing skills. Students will also be required to write analytically about their own work and the material discussed in the seminar.

*Writing Program***Competence in Writing****11-12***12 Hours*

This course is designed to help students achieve a thorough mastery of essential skills. Topics include recognition and use of the basic elements of a sentence, sentence patterns, punctuation, paragraph development and coherence, and the composition of a unified exposition. The course encourages the acquisition of important reading skills in conjunction with the study of writing. Passages that have been composed by skillful writers are evaluated for their particular strengths: organization, logic, point of view, tone, diction, transitional devices.

Newspaper Production**11-12***18 Hours*

This course encompasses every facet of newspaper production. Students learn how to conduct interviews, write stories, typeset stories on a computer typesetter, lay out copy and print the final product at a professional printer. The course is conducted as a workshop, functioning much the same way a small newspaper would. Three 10-page issues are produced. A superior newspaper facility located on campus enables students to get first-hand experience with newspapers in an educational environment.

Considerable time is devoted to writing and interviewing techniques. Time is also set aside for trips to newspapers in the area.

Books: *All the President's Men*, Woodward and Bernstein; *The Powers That Be*, Halberstam.

Films: *All the President's Men*; *The Business of Newspapers*, *The Sheppard Case*; *Journalism: Mirror, Mirror on the World?*.



Creative Writing

12 Hours

11-12

Open to those who wish to write short stories and poetry, the course emphasizes fundamental techniques in good writing ranging from figurative language to plot structure. The students explore the works of published writers in great detail, concentrating in particular on the problems and solutions which these works illustrate. A reading series involving both poets and fiction writers from the Boston area has recently been established, providing students the opportunity to meet and speak with authors firsthand.

Students are required to write daily, both in class and during study hours. Writing assignments are designed to introduce the students to new ideas in writing and to break down barriers young writers frequently have. Much of every class is devoted to discussion of student work-sheets and group readings. Prerequisites are a mastery of basic writing skills, some experience with poetry or fiction, and a serious attitude about writing as a discipline and an art.

**The Power of the Pen:
A Non-Fiction Workshop**

12 Hours

11-12

What makes one piece of writing "dull" and another one "lively?" When we say this is a "good" essay, what exactly do we mean? Is there a trick to writing engaging prose, or are some people simply lucky? This course operates on the assumption that writing is more than just a means of communicating an idea. It is a craft that demands labor, revision, and an eye for the unexpected. Using word processors to draft and revise, students work on a series of extended writing "projects" involving brainstorming, interviewing, fact gathering, and group editing. The course explores a variety of different techniques and writing media (e.g. satirical, editorial, anecdotal) and takes a close look at the writing of others. Students interested in applying for this course should have a good working knowledge of grammar, some background in expository and essay writing, and a strong desire to write.



*Literature***Close Reading and Persuasive Writing** 11-12
12 Hours

This course is designed for students who have completed a course similar to Competence (See p. 23) and who want to develop greater sophistication in both interpretation and composition. The work we do not only helps prepare the student for the Advanced Placement examination in English, but also provides an introduction to college-level material. Drawn from a wide range of genres and organized by theme rather than chronology, the reading includes European as well as British and American works. Some basic literary theory is also offered.

In the belief that strong opinions lead to persuasive writing, spirited and controversial discussions are encouraged. Frequent short essays, written both in and out of class, help refine the student's argumentation, while special attention is given to developing the student's own writing style.

Readings include such authors as Fyodor Dostoevsky, Sophocles, Eugene O'Neill, William Shakespeare, Jean Paul Sartre, and Flannery O'Connor.

Modern European and American Fiction 11-12
12 Hours

This course examines works by major European and American writers of modern fiction. Texts are chosen for their power, humor, or style. The course does not attempt to place a single interpretation on such a wide range of writers and their work, but tries rather to discover their strengths (and sometimes their weaknesses) and to determine the techniques and concerns that make them important and that designate them as "modern." Primarily a



reading course that relies on active and lively class discussion, the course develops students' analytic and expository skills, and helps each student to work out his or her own criteria for the intelligent enjoyment of literature.

Readings include such authors as Conrad, Joyce, Lawrence, Woolf, Faulkner, Hemingway, Fitzgerald, Eliot, Kafka, Camus, and Solzhenitsyn.

Journey Into Literature and Ideas 9-10
12 Hours

In this course poems, plays, and novels are chosen which merit close reading and which at the same time are inherently journeys of discovery. The first work read is *The Odyssey*, with a focus on the young hero Telemachus. Readings include such works as Dickens' *Great Expectations*, Wright's *Black Boy*, Anne

MAJOR COURSES

Frank's *Diary*, and Shakespeare's *Romeo and Juliet*.

The heart of this course is the journal in which students record their observations and questions and from which they draw themes for analytical and creative writing.

Growing Up Against the Odds

11-12

12 Hours

In this course we trace the jagged, vexed paths four fictional youths take toward adulthood. In addition to looking at important themes and methods of characterization in the novels, we examine the extent to which each youth is, on the level of narration, allowed by the author to tell his or her story of victimization and empowerment. What role does friendship play in shaping of these fictional adolescent selves? At what point do parents — or institutions that assume a parental role — become dangerous and deeply threatening figures of authority? Why is each of the characters figured here so troubled — what are the unique and shared sources of their despair and confusion? We consider how the reading of their stories enables each of us to reflect upon and understand more clearly the difficulties and challenges in our own struggles toward self-definition and self-confidence.

Students should expect to do the kinds of analytical and synthetic thinking they will be asked to do in college literature courses. The course work includes their keeping a literary journal, in addition to writing a paper on each of the texts studied: Nabokov's *Lolita*, Morrison's *Sula*, Salinger's *Catcher in the Rye*, and Wright's *Black Boy*.

English as a Second Language

All Grades

18 Hours

The ESL Program is divided into different levels. On the first day of classes students are tested diagnostically and placed according to their degree of fluency. The Major course (two hours in the classroom per day) stresses four major skills: listening, speaking, reading, and writing. The Minor courses (each approximately an hour per day) focus on special needs or interests of individual students: reading laboratory, advanced writing skills, research paper, oral interview, etc. Students are required to speak nothing but English.

In the ESL Program, all students must take at least 12 hours of ESL (Major) per week. A few students, who have a high degree of fluency in English, may be permitted to take a Minor other than ESL. Requests for a Minor other than ESL should be listed on Form 1 (4 choices).

The course is highlighted by cultural features which include films, speakers, and discussions. The Institutional TOEFL will be administered at the beginning of the summer and again at the end of the summer to all students.



HISTORY, ECONOMICS, AND POLITICS

The African-American Experience All Grades
12 Hours

The purpose of this course is to describe the historical experiences and literary achievements of Black Americans in such a way that students will develop an appreciation for the contributions of Blacks to America's development. Particular attention is given to those events and writers whose significance richly illuminates our understanding of what Blacks were feeling, thinking, saying and doing at a given time. The content of this course is invaluable to today's students who must live in a multi-ethnic society. In addition to short written assignments, there is a final research project including an oral presentation.

Colonial History and the American Revolution All Grades
12 Hours

Early American history at its most interesting, compelling level; namely, the rich, detailed, colonial setting of the Revolutionary War and the background and achievements of that great conflict, including the social and ideological aspects as well as the political and economic ones.

Reading, written work, and classroom discussion are all emphasized in the use of both primary and secondary sources. Field trips to historical sites in the "Cradle of Liberty" include such places as Plimoth Plantation (a restored replica of the original colony), Danvers (the preserved site of the Salem Witch Hysteria), Salem (the House of Seven Gables, and the rich collections on colonial trade in the Essex Institute), and Concord (the Old North Bridge, the site of the Battle of Lexington and Concord, as well as the homes of Thoreau and Alcott). There are also trips to Boston to walk the Freedom Trail to see the site of the Boston Massacre, Paul Revere's house, and the whole city from the top of the John Hancock Building.

From Conformity to Conflict: 11-12
American Culture in the 1950s and 1960s
12 Hours

In the popular mind the 50's and 60's have faded into a quaint time of sock-hops, beatniks, protest, and hippies. But what really happened in these two decades—and why? Between 1950 and 1970 American society underwent a dramatic and often traumatic transformation, the effects of which are still being felt. America changed from a complacent, conformist nation, fearful of dissent and slightly paranoid about Communist subversion both foreign and domestic into a land torn by political and generational conflicts and characterized by cultural diversity and experimentation. These changes are the subject of this course. They are explored by examining movies, music, humor, literature, and other cultural manifestations of the 50's and 60's.

Topics to be covered include—for the 50's—McCarthyism, the Cold War, suburbia and the consumer culture, Civil Rights, and—for the 60's—Civil Rights, Black Power, Vietnam, counter-culture, and rock music. Students do independent research on selected topics related to the course. Reading includes Hersey, *Hiroshima*; King, *Stride Toward Freedom*; Rovere, *Senator Joe McCarthy*; Baldwin, *The Fire Next Time*; Herr, *Dispatches*.

Law, Politics, and Society All Grades
12 Hours

Law is the institution that protects the citizens from the arbitrary power of government, as well as from the greed and violence of individuals. It is an institution based on reason that stands between the power of political institutions and the customs of society. Yet, in holding this position, a system of law is always under stress, and this tension is evident in the furor surrounding public issues such as the struggle for racial equality, capital punishment, abortion, and due process.

What are the premises of the American constitutional system? How does the separation of



powers among different branches of government distribute the pressures of popular democracy? From an examination of the philosophical sources of the Constitution, the course moves to an analysis of these questions and their importance in understanding American society.

Readings include constitutional theory, important court decisions, analyses of the law enforcement process, historical interpretations of the American legal tradition, and proposals for change.

Spies, Terrorists, and Revolutionaries

11-12

12 Hours

This course examines the development, manifestations, and possible controls of modern terrorist-revolutionary movements around the world. Students first look at the early anarchist movements and the rise of nationalism as a developing force in modern revolutionary movements. A factual overview of the most remarkable terrorist-revolutionary movements covers the historical roots, purpose, strategy and structure of the Western European (Basque separatist E.T.A., the Irish nationalist I.R.A., and the German Bader-Meinhoff); the (Middle) Eastern (PLO/Israeli conflict, the Iran/Iraq conflict); and the South American (Nicaraguan conflict, El Salvadoran conflict) movements. The course concludes with a discussion of the various options open to governments and individuals, methods such as the Pacific (negotiation, bargaining), Military (offensive and defensive training, and the possible arming of citizens), and the Strategic (policy of no submission, restriction of civil liberties).

Students participate in weekly discussion-debates on such topics as: privacy vs. safety (immigration control measures to combat terrorism) and the position of governments re. hostages (bargain or stand firm); and role-playing and participation in the so-called "Assassin Game" illuminate the roles of those caught in a terrorist dilemma.

An Introduction to Economics**11-12***12 Hours*

This general introduction to economics provides some sense of what makes a modern economy tick. It relates the concepts of macro-economics to real world and contemporary problems. Looking at (1) basic economic concepts, (2) conditions for the market system, (3) basic macro concept, (4) money spending and equilibrium, (5) inflation, unemployment and economic stabilization, and (6) the "economics" of current economic problems, the student is brought face to face with the ultimate economic reality—scarcity. It is this realization that makes economics essential for those seeking a more sane tomorrow.

As an economics student, one is expected to have opinions and to express them. Fundamental to the course are selected readings from current newspapers and magazines that present present-day dilemmas and that develop the student's capacity to handle ideas. But the subject is important for more than strictly academic reasons. It is about the real problems of real people in a real world.

The texts used include: Elbert V. Bowden, *Principles of Economics*; Robert L. Heilbroner, *The Worldly Philosophers* (5th edition).

International Relations**11-12***12 Hours*

This course is designed to stimulate students' interest in international relations and American foreign policy. It is expected that as a result of their experience in the course, students will become well informed on the major international issues of the day and better observers of the world political scene.

Strong emphasis is placed on theoretical concepts of foreign policy as well as the realities of international politics in today's volatile world scene. Particular attention is given to United States-Soviet relations, the problems of the Third World and relationship of the superpowers to these problems, and the crucial decisions of cur-

rent American policy in such areas as South Africa, the Middle East and Latin America. Emphasis is also placed upon the crucial area of nuclear weapons and arms control.

In addition to regularly assigned readings in the field, students are also involved in research projects to insure their introduction to sources providing a wide range of view points. The course involves considerable class discussion, role playing and a major simulation exercise that involves the students in a dynamic political and decision-making process.

Nuclear Weapons—Proliferation and Responses**All Grades***12 Hours*

This seminar follows the evolution of and reaction to The Bomb — from the discovery in 1938 of fission on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, and the START Talks and cruise missiles and President Reagan's "Star Wars" speech in the 1980's. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story, in lectures, documents, and secondary accounts. Readings include Richard Rhodes, *The Making of the Atomic Bomb*; Robert F. Kennedy, *Thirteen Days*; McGeorge Bundy, *Danger and Survival*; John Newhouse, *War and Peace in the Nuclear Age*; and Graham T. Allison et al., *Hawks, Doves, and Owls*. The course entails class discussions, field trips, films, readings, a research project and a final exam.

MAJOR COURSES

LANGUAGES

Elementary Russian *12 Hours*

All Grades

A sound foundation in speaking, understanding, reading, and writing Russian. Students enrolling in this course should expect to give themselves over totally to the direct method, as used at Phillips Academy. Students are expected to use the Russian language, albeit with minimal vocabulary, from Day 1. Early panic yields rapidly to confidence as vocabulary and knowledge of the structure of the language grows. With no prior knowledge of the language, students have been learning Russian at Phillips Academy since 1955 with great enthusiasm and success. Careful attention to individual needs and supervised practice

in the language laboratory guarantee competence and confidence to continue improving a skill which contributes to personal achievement in many areas of vital importance to our country: medicine, technology, commerce, intercultural cooperation and appreciation, and reduction of tensions. The texts are Baker's *Mastering Russian*, Kostomarov's *Russian For Everybody*, and additional readings and recordings.

An unusual opportunity to make rapid, substantial progress under expert guidance.

Elementary Chinese *12 Hours*

All Grades

This course is an introduction to Chinese, a language spoken by over one-quarter of the world's population. Too often thought of as an impossible language to acquire, Chinese, when considered in



a systematic fashion, readily becomes less exotic and mysterious.

The course covers both the spoken and written language. Practice in Mandarin pronunciation and tones, as well as intensive work in elementary vocabulary, grammar, and speech patterns are first emphasized in the classroom and in the language laboratory. The written characters are incorporated into the lessons as students become more familiar with Chinese speech patterns. The course seeks to develop an orderly recognition of 250 basic characters (plus many combinations, making a more extensive vocabulary) and the writing of about 175 characters.

Intermediate and Advanced French or Spanish

12 Hours

All Grades

Modern language classes are small and are conducted entirely in the foreign tongue with the use of extensive audiovisual and language laboratory facilities. Feature-length movies, classroom skits, restaurant excursions, and foreign language tables in the dining commons bring the opportunity for immediate and useful application of structure learned in the classroom.

Each course is open only to those students who have had two years of high school French or Spanish.



Spanish Study Tour

11-12

The Phillips Academy Summer Session sponsors a five-week study tour in conjunction with the University of Salamanca in Salamanca, Spain. The 1990 dates are June 28 - August 2. Students spend four weeks studying the Spanish language and culture, while living with Spanish families, so that total immersion is possible at all times. Classes are supplemented with a program of sports and activities. Following the study portion of the tour, students visit Madrid and other scenic cities of Spain.

The cost of \$3500 includes tuition, room and board, round trip air fare from Boston, internal transfers, and trips within Spain.

For further information and application forms, write to:

Francesca Piana
Spanish Department
Phillips Academy
Andover, MA 01810



MATHEMATICS

Elementary Algebra

9-10

12 Hours

A course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work with word problems, inequalities, irrational numbers, and right triangle trigonometry.

Intermediate Algebra

All Grades

12 Hours

This course is for students who want a review of Elementary Algebra and a full coverage of Intermediate Algebra. Topics include sets; properties of real numbers; factoring; fractions; exponents; radicals; absolute value; inequality; solutions of linear, quadratic, and radical equations. (Compare Intermediate Algebra Minor, p. 54) Due to the rigorous nature of this course, students who receive a grade of 3 or above should be prepared to enter Pre-Calculus in the fall.

Pre-Calculus

11-12

12 Hours

This course is a study of most of the elementary functions encountered in Calculus: quadratic, polynomial, exponential, logarithmic, and trigonometric. Emphasis is placed on graphing these functions, with some graphing done on the computer. Covering a year's worth of material in six weeks, the course is fast paced and best suited to those students who have had Algebra II/trig, and who are planning on entering either a Pre-Calculus or Calculus course in the fall.

Calculus
12 Hours

11-12

This is an intensive mathematics course covering the fundamentals of Calculus with digressions into the areas of geometry, topology, and algebra. The focus is on differentiation and integration and their applications. The course provides a general preparation for the Advanced Placement Examination (AB); however, other material will be treated when relevant, illustrating interconnections between Calculus and other disciplines. The course is for serious students of mathematics with good backgrounds in algebra and trigonometry.

Geometry
12 Hours

All Grades

A course for students who have had a strong ninth grade algebra course, but no geometry. This course is a thorough and systematic presentation of synthetic Euclidean geometry. Strong emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra.

Probability and Statistics
12 Hours

All Grades

This course is the study of the traditional topics in an introductory course, including laws of chance, counting, poll taking, and methods of testing. The course is divided between investigation through practical problems and the computer and the development of mathematical background. A student should have completed two years of algebra successfully or should, having completed only one year, be near the top of his/her class with a strong interest in mathematics.

Computer Programming
12 Hours

12

This introduction to computer science through Pascal programming begins with a quick overview of the basic control structures and data types in Pascal. This course reviews the uses of many common data structures such as arrays and linked lists. Also many basic algorithms are studied to see the variety of ways in which programmers solve problems.

Once students are familiar with the Pascal language and have seen a number of short programs, their attention turns to larger programming projects. Students will have the opportunity to choose and develop projects of particular interest to them. The projects can focus on a number of different areas of computer science; for example, programs which do graphics animation, solve difficult math problems, play an "adventure" game or use artificial intelligence to make the computer "think".

MAJOR COURSES

MUSIC

Chamber Music

24 Hours

All Grades

The Chamber Music Festival Program provides an exceptional opportunity for high school students in the art of chamber music. The musical experiences available include the following:

- Daily private lessons
- Various chamber combinations (string quartet, woodwind quintet, brass ensembles, piano trios, trio sonatas, etc.)
- A chamber orchestra
- Wind and string ensemble
- Opportunities for reading concerti with the orchestra
- Reed workshops (for oboists and bassoonists)
- Summer chorus and numerous other opportunities.



A Unique Mold

As an integral part of the Phillips Academy Summer Session, the Chamber Music Program is cast in a unique mold. Music students work and play during the same hours as the regular Summer Session students so that they associate with outstanding students of the same age group, gathered from nearly every state in the union and many foreign countries. Not only is the mix educationally sound, but the music and academic programs are mutually beneficial: the members of the Chamber Music Program have a built-in audience of bright, interested, and also talented cohorts to whom they present their finished performances; and the Summer Session students have the unparalleled privilege of hearing frequent performances from the Chamber Orchestra, Chorus, and all their combinations.

Previous Experience Not Required

Previous experience in chamber music is not required in order to participate in the program. A certain proficiency on the part of the student is of course necessary in order for the orchestra to perform successfully; the most important requirements of the Chamber Music Program are a strong desire to learn and improve and an unflinching will to practice.

Daily Assistance and Practice

The Chamber Music Program provides professional instruction in all orchestral instruments. Since practice is one of the most difficult aspects of musical training, daily assistance is given to all participants in developing the techniques of disciplined practice habits.

Chorus

Chamber music students sing together daily, joined by the voices of non-music-program students who take Chorus as a Minor course in the Summer Session. This group works on general musicianship and performs many fine works from the vast offerings of the choral repertoire. Bach cantatas are the featured works of this ensemble.

Symphony

Instrumental students of the Chamber Music Program are combined with the non-music-program instrumentalists who take Symphony Orchestra as a Minor course in the Summer Session. The increased numbers of this combination make possible the playing of some of the great symphonic works.



Activities and Entertainment

Music program students not only associate with the regular Summer Session students at the Morning Break, Afternoon Activities, and meals; but they naturally come together in many optional activities such as College Rap Sessions, Saturday night entertainment on campus (movies, student coffee house performances, dances, etc.), and special off-campus trips on Wednesday and Saturday afternoons and Sundays. (See Trips and Tours, page 17)



PHILOSOPHY AND PSYCHOLOGY

Law and Morality 12 Hours

11-12

Each of us has a personal set of values by which we distinguish right from wrong, moral from immoral. On the other hand, the members of society must decide collectively whether certain conduct will be legal or illegal. This course considers such questions as: Where do we derive our moral values, as individuals and as a society? What role should morality play in a legal system? What does the individual owe the state? What can the state require him to do? Should the citizen obey the order of the state even when it tells him to do wrong? This course deals with the relation between public duty and conscience.

Students examine the views of great thinkers on these questions and also consider selected contemporary problems. To understand the individual's viewpoint students read Plato, Sophocles, John Stuart Mill, Thoreau, and Martin Luther King. To comprehend the State's viewpoint students study a variety of topics such as the sources of legal authority and the enforcement of morals and read Machiavelli's *The Prince*. The course deals with the psychological aspects of moral choice, with reading such as *Lord of the Flies*, and with topics such as the Holocaust and the My Lai Massacre.

Law and Morality is a discussion class. Class discussions endeavor to relate the readings to present day problems.

The Big Questions: Contemporary Philosophies of Human Life

12 Hours

11-12

In this scientific and technological age most of us prefer to deal with clear-cut answers and with practical solutions. But despite our advanced knowledge and expertise the really "Big Questions" will not go away, and are all the more intriguing for their resistance to easy answers: What is wisdom? What is truth? What is thinking? What is life? What is reality? In order to address the significance of these perennial questions, we first examine how a few exemplary 20th Century philosophers have sought to explain the nature and experience of philosophy itself, both its source in wonder and its goal in the intellectual perception of Being. We next explore the field of ethics, that branch of philosophy which in recent years has been undergoing a rebirth, and see whether there is still possible for us today a definition of moral virtue. Then we apply these first principles of philosophy and the ethical perspective to both understanding and criticizing the thought of some major figures who have had a powerful influence in shaping contemporary modes of thinking and living: Darwin, Freud, and Sartre. In thus applying the Big Questions to modern world views, we have to ask more specific questions such as: What is the proper role of science? To what extent are we shaped by economic and historical conditions? Are human beings solely or almost entirely determined by unconscious forces? Is there a "human nature," or is atheistic existentialism right when it claims that "existence precedes essence"? Finally, we consider the philosophy of religion as it is presented by Martin Buber and confront the question as to whether there is anything beyond or above human life. While no background in philosophy is required, a willingness to reflect on the most profound ideas of major thinkers and to do sustained critical analysis of their thought will prove as necessary as a genuine interest in the subject matter. This course should also prove beneficial for students interested in expanding their vocabulary and reading comprehension, improving verbal and written expression, or developing clarity and cogency of logical thinking.

Social Psychology

12 Hours

All Grades

What is behavior? Why do we act and feel the way we do? How do others influence our behavior? This course is an attempt to provide answers to the questions above and formulate a basic understanding of the concepts studied in psychology. Some major theorists, such as Freud, Jung, Skinner, Erikson, and Adler are examined to explore the various perspectives governing the study of behavior.

In addition, behavior is viewed in the context of groups and society. What are the group pressures which influence an individual's behavior? What are the individual's roles in influencing the behavior of the group? Other topics to be considered include: abnormal behavior, personality development, interpersonal relationships, sex roles, attitude formation, and prejudice.

Text, readings, discussions, films, and exercises provide the framework for this course.



MAJOR COURSES

Psychology: Contemporary Issues **All Grades** *12 Hours*

Today's youth are beset with choices, expectations, contradictions, and change. How does one cope? This course analyzes some of the current issues facing adolescents. Topics cover both theoretical concerns and practical concerns. The theories of Havinghurst, Skinner, Freud, and Maslow are examined to see how they answer today's problems. Areas of study include identity formation, drug use and abuse, stress, mental disturbances, moral judgment and value systems, conformity, and interpersonal relationships. Additional topics provided by the students are also examined. Text, discussions, films, readings, exercises provide the framework for this course. No prior knowledge of psychology is necessary.

Performance Enhancement **All Grades** *12 Hours*

Performance Enhancement Training is designed to equip individuals with the necessary skills for the pursuit of excellence in their fields. Today, few students receive training specifically designed to help them meet academic standards and athletic challenges. This course offers a foundation for academic and sports excellence through the study of strategies for self control. These strategies include goal setting, concentration, time management, self-confidence, stress reduction, communication and leadership. Students hear lectures, participate in hands-on psychological training, and discuss and write about all presentations, field trips and films. Reading will include *In Pursuit of Excellence*, *Athletic Excellence Training* and other materials.



SCIENCE

**OCEANS: Oceanography/Marine
Biology Under Sail**
18 Hours

11-12

The only unexplored frontier on our planet is the sea. This course investigates the ocean frontier from the decks of the 55' schooner SARAH ABBOT as well as from the classrooms and laboratories of Phillips Academy.

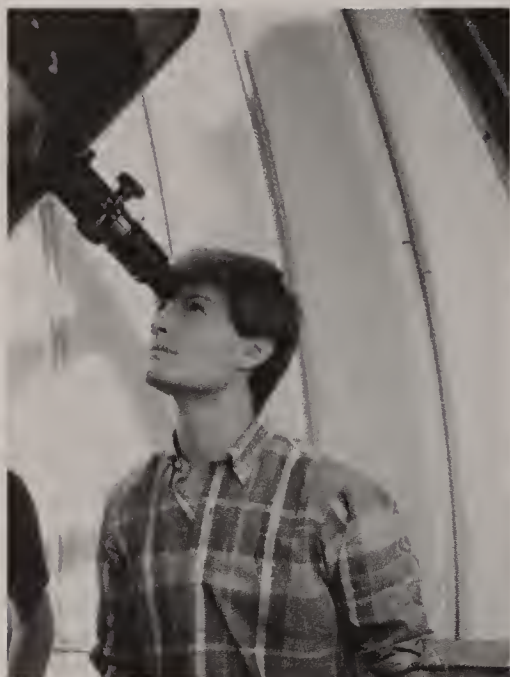
In OCEANS students spend two weeks cruising the sounds and bays on the south side of Cape Cod aboard the research schooner. With stops in ports such as Woods Hole, Martha's Vineyard, Nantucket, and the Elizabeth Islands, the schooner's sailing track takes the students and scientists in search of a description of the physical characteristics of this marine environment. Study of the humpback whales on Stellwagen Bank is a high-point of the schooner's research.

Four weeks of study on campus focus on ecology, natural history and the evolutionary relationship between species — from jelly fish to sharks to whales. Special attention is paid to specific ecological problems of Nantucket Sound. Field trips to rocky shores, beaches, salt marshes and the Boston Aquarium supplement the schooner cruise and in-class work. Topics such as pollution, endangered species and future food resources for man are an important part of this course.

Each OCEANS participant takes a companion Minor course in expository writing (rooted in OCEAN experiences) and completes a scientifically significant research project.

NOTE: Safe, happy and productive oceanographic research depends on a high degree of cooperation, sensitivity, good humor and academic commitment — especially on board ship. Students applying for OCEANS should possess such talents as well as a capacity to make the best of an educational experience governed by sea, wind, close-living-quarters and the needs of a sailing vessel. OCEANS carries a sealab fee of \$500.





Introductory Physics
12 Hours

11-12

Physics is the study of the laws that govern the world around you. The focus of this course will be conceptual rather than computational to provide students interested in the sciences with the strong conceptual foundation they will need for more advanced courses in their regular school or in college. This course is also excellent for non-science-oriented students who wish to gain an understanding of the basic physics concepts without being hampered by overly complex mathematics.

The course begins with the study of motion and mechanics. The basic concepts learned through the study of motion are then applied to sound, heat and temperature, electricity, magnetism, and light. The course is completed with a look at fission, fusion, quantum mechanics, and relativity.

The lecture material is augmented with frequent demonstrations, labs, and field trips that may include the Boston Science Museum and the Bates Linear Accelerator.

Intensive Beginning Chemistry
18 Hours

11-12

The course is designed for students with high motivation and ability, and **two years of high school mathematics is a prerequisite.** The modern theoretical framework of chemistry is emphasized, and the laboratory work is closely related to topics covered in class. Thirty laboratory experiments and reports are performed. Students need an electronic calculator that has exponential, square root, and log functions.

Modern Astronomy
12 Hours

All Grades

From man's first days on this planet, he has gazed in awe at the wonders of the nighttime sky. His myths, his philosophies, and ultimately his science evolved from what he saw and imagined. "Modern Astronomy" offers participants the opportunity to experience science firsthand. This course is for students who have some experience in science and who are interested in pursuing an intensive and challenging six weeks of discovery.

The course work involves such topics in astronomy as telescopes and light, stars and stellar evolution, the solar system, relativity, cosmology, and black holes. Class discussions and lectures are supplemented with laboratory work, slides, films, and field trips.

The remainder of the course is on observational astronomy and the use of the telescope. Phillips Academy's excellent observatory and other facilities are utilized for student projects and observations.

The Academy's observatory houses a 6-inch pier-mounted refractor, an 8-inch Celestron telescope, and a 16-inch Newtonian telescope.

Students should bring calculators and flashlights and are encouraged to bring binoculars, 35mm cameras or telescopes if they have them.

Animal Behavior
12 Hours

11-12

To gain a better appreciation of animals, we need to discover how they view their world, what innate behaviors they are born with, how they relate to one another, and how they learn. Course labs and activities involve imprinting your own newly hatched chick to you, "hearing" electric fish, training honey bees and examining their color vision, reading about a modern in-depth study of chimpanzees, seeing behavior films, and taking field trips to the Stone Zoo, the Boston Aquarium, and Phillips Academy's Cochran Sanctuary. Text and class discussions concentrate on topics such as territoriality, dominance, altruism, migration, homing, mating strategies, and parental behavior. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. One year of high school biology is highly recommended as a prerequisite. Textbooks: *Ethology: The Mechanism and Evolution of Behavior*, James L. Gould, and *Chimpanzee Politics: Power and Sex Among Apes*, Frans DeWaal.

Experimental Chemistry
18 Hours

11-12

This course is designed for able students who have had a year of high school chemistry. It offers the opportunity to do extensive laboratory work with unusually fine equipment, including an infra-red spectrophotometer and analytical balances.

The course of study emphasizes chemical principles taught through first-hand experience with laboratory problems. Students spend roughly ten hours per week in class lecture or problem sessions and roughly fifteen hours per week in the laboratory. For the most part, the work is typical of a first-year college course or a second-year high school course at the Honors level. No calculus is necessary, but facility with algebra is. A scientific calculator is used for problem solving.

The actual experiments are selected to familiarize the students with a wide variety of laboratory techniques in inorganic, organic, and analytical chemistry.

Emphasis is placed on the treatment and discussion of data collected individually by the students, some of whom may do an independent project.





Minor Courses

ART, PHOTOGRAPHY, AND FILM

Ceramics

6 Hours

All Grades

This is a course in which functional and non-functional forms of art are pursued with an emphasis on creativity (artistic endeavor) in both handbuilding and wheel throwing. The equipment is extensive, 13 wheels and kilns for many types of firing both stoneware and porcelain. Available too are chemicals and equipment for making one's own glazes. There is a \$45 fee for materials.

Beginning Photography

6 Hours

All Grades

An introduction to the principles and techniques of 35mm black and white photography as a vehicle for personal expression. Technical fundamentals including camera operation, film exposure, and printmaking are balanced by a survey of photography and its relationship to each student's work. Frequent in-class critiques, discussion, and trips to the Addison Gallery's photography collection supplement this rigorous course. **No prior photographic experience is expected, but students *must* have a 35mm camera with a manually adjusted light meter.** There is a \$60 fee for materials.

Intermediate Photography

6 Hours

All Grades

This course is an opportunity to explore photography beyond the basic techniques and concepts of an introductory course. Included are refinements of camera techniques, choices of exposure systems, interpretive printmaking, extended print craft through presentation, and extensive critique. Students should have a good foundation in photography and basic darkroom skills and *must* bring an informal portfolio which includes contact proofs and rough and final prints for critique by the teacher. **A 35mm camera with exposure control and an in-camera or hand-held meter is required for this course.** There is a \$70 fee for materials.

Graphics and Photography

6 Hours

All Grades

This is not a photography course. Rather, it is a special course in applying photography to graphic arts, particularly through photo-silkscreen, photo lithography, photo etching, and computer graphics. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. Some experience in photography is helpful but not necessary. There is a \$40 fee for materials.

Studio Art

12 Hours

All Grades

This course introduces the student to the possibilities of paint, pastel, watercolor, collage and other two-dimensional media. Emphasis is on seeing and composing from life situations. As technical skills increase, students gain the freedom to pursue individual projects.

Slides and films from the Audio-Visual Center, as well as visits to the Addison Gallery, enrich the students' working context. No experience in art is necessary. There is a \$40 lab fee.



**Comparing and Understanding the
Fine Arts**

6 Hours

What do you look for in a painting or a sculpture when you go to a museum? What do you listen for in a musical composition?

This course is designed to enhance your appreciation and understanding of the fine arts (painting, sculpture, music, architecture, literature, film) by looking at the parts to see how they fit together to elicit a response. While most fine arts courses examine the arts as separate disciplines, this course is unique in that it looks at each of the arts in the context of the others. Thus you become proficient in recognizing the elements and principles of organization that cut across all of the disciplines of the fine arts.

11-12

Emphasis is placed on getting to know a few specific art works well. Students learn how to do close readings of paintings as well as architectural elevations and groundplans. They also learn something about reading a musical score.

**Hitchcock: An Introduction to
Film Criticism**

6 Hours

All Grades

Hitchcock, the "Master of Suspense" created a body of work that is masterful both in its craftsmanship and in its ability to challenge our understanding of human nature. As a director, he contributed many innovations to the world of film. As

a story-teller, Hitchcock explored man's dark side and his inability to control the chaos which surrounds him.

This introductory course in film criticism teaches students to think and write about films through an intensive study of Hitchcock's work. The course analyzes the films from a technical, critical and historical perspective. After learning the vocabulary of film criticism, students attempt their own analyses of films seen in class. The "text-book" is Hitchcock's elegantly crafted, sometimes troubling work — from his British thrillers, such as *The Lady Vanishes* and *39 Steps*, to some of his American classics, including *Shadow of a Doubt*, *Rear Window*, *Psycho*, and *North by Northwest*. Reading includes Truffaut's *Hitchcock* interviews, selected critical appraisals of the director and of film as art, and texts upon which several of the films were based. Students also plan a storyboard — an illustrated film sequence—from a scenario they write, so as to better understand the planning which is necessary before the camera rolls.

Film and Society *6 Hours*

10-12

What's behind the popularity of the Rambo movies? Who are Rambo's enemies and why? Why have film reviewers criticized "Do the Right Thing" for not giving a simple answer to the questions it raises? Is this the purpose of film? Should it be?

Film is a product of society and helps to reinforce societal norms. This course examines how issues of power are reflected in the structure and content of film. Specifically, the course will focus on race and gender. The first half of the course will involve viewing films by and about African Americans and women, and developing a sensitivity to the representation of them in film. During the second half, each student will be asked to choose another group, such as the elderly or Asian Americans, and to analyze critically the representation of this group in film or television.

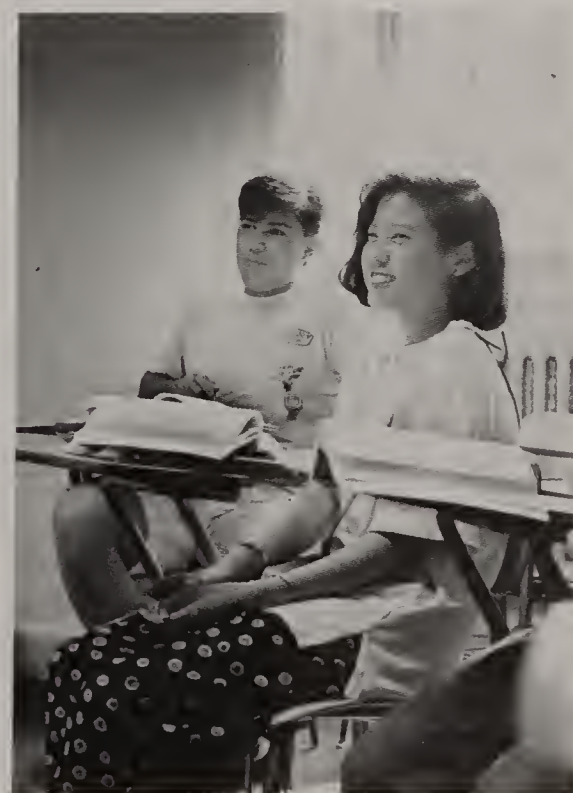
ENGLISH

Writing Program

Basic Exposition *6 Hours*

All Grades

The perfect sentence moves with athletic grace, sure of its own purposes and precise in its teamwork with the sentences around it. To write such a sentence is not only an act of successful communication but also a pleasure in itself—a pleasure that any student can learn to feel. By developing a student's knowledge of structures, logical patterns, and signal words, the course fosters the pleasure of effective sentence-writing. Daily sentences sharpen the skills which weekly essays require.



MINOR COURSES

Writing About Literature

6 Hours

All Grades

This is a writing course designed to develop and refine basic skills in a literary context. Students read short works of classic and modern literature (short stories, plays, poems) and write frequent essays on them in and out of class.

Writing is a skill inextricably intertwined with thinking; an effective essay is the result of an entire creative process that must begin with sound ideas and conclude with their clear expression in words. For this reason, the course focuses not only on stylistics, but also on the development of proper reasoning and techniques of analysis and argumentation.

Authors include Shakespeare, Euripides, Keats, Joyce, Hawthorne, and Flannery O'Connor.

Contemporary Literature/Contemporary Issues

6 Hours

11-12

This is a literature course designed to challenge the student to think beyond the realm of basic literary analysis. Drawing mainly from the works of contemporary authors, this course will emphasize discussion and analysis of current issues in our society. Development of good writing skills will be stressed, as writing is essential to effective communication and augments clear thinking. Topics will include environmental problems, sexism, racism, and personal development. Readings may include Edward Abbey's *Desert Solitaire*, Alice Walker's *The Color Purple*, and Hermann Hesse's *Siddhartha*, as well as selected articles and short stories.



**The New England Mind:
The Poetry of Emily Dickinson
& Robert Frost**

All Grades

6 Hours

American writers have frequently found within the experience of a particular region of this country a metaphor for the American experience as a whole. They have also used regional experiences as a means of exploring perennial and universal human concerns. Writers as diverse as Mark Twain, William Faulkner, and Willa Cather are just some of the American writers who have used their regional experience to explore both American culture and the human condition.

In a letter to a friend, Emily Dickinson commented that she saw the world "New Englandly." This course explores the poetry of two New England poets: Emily Dickinson and Robert Frost, giving special consideration to the influence of the New England landscape and sensibility upon their themes and poetic vision. We critically explore the reality of a "New England" mind evidenced in their works. Readings: *Selected Poems and Letters of Emily Dickinson*; *Selected Poems of Robert Frost*. This course includes a field trip to the Dickinson and Frost homesteads in Amherst as an aid to our understanding of the influence of place upon the art of these writers.



MINOR COURSES

The Supernatural Novel and Spiritual Reality

6 Hours

All Grades

The consistently best-selling status of Stephen King attests to a desire inherent in many for contact with other dimensions of reality that might exist beyond the common world of everyday affairs. However, it is not well enough appreciated that the work of King exists within a richer tradition, a tradition very much alive in our age of science. In this course we read and examine some of these lesser known but far more profound works in which horror and suspense lead to deeper revelations of reality and human nature than one normally expects from best-sellers. We also discover that humor can play its part in opening doors into other dimensions of spiritual experience. The books we study include George MacDonald's *Lilith*, G.K. Chesterton's *The Man Who Was Thursday*, C.S. Lewis' *That Hideous Strength*, Franz Kafka's *The Castle*, Jorge Luis Borges' *Ficciones*, Charles Williams' *All Hallow's Eve*, Flannery O'Connor's *Wise Blood*, and Thornton Wilder's *Theophilus North*. There are no prerequisites for this course other than a stomach for horror and a keen curiosity about the true nature of reality—as well as a willingness to read works that are far more challenging than those of Stephen King.

Etymology and Semantics

6 Hours

All Grades

Systematic analysis of the Indo-European components of English words provides a fascinating and effective means of increasing and diversifying vocabulary, examining nuances and evolution of meaning, and stimulating imaginative interpretation of experience. This course develops skill in forming and expressing ideas accurately and persuasively, and greatly enhances control of vocabulary.



Speech and Debate *6 Hours*

All Grades

Knowing how to speak before a crowd, how to think on one's feet, and how to tell a good joke are all important skills in life. This course helps students learn them. The fundamental goal of the course is to teach students to articulate a position and to communicate ideas effectively before a wide range of audiences. To that end, students first develop their speaking ability through impromptu, word games and charades, and diction, projection, and enunciation exercises. Through extemporaneous creative oratory and storytelling, they learn the basics of characterization and interpretation, speech writing and delivery. The second half of the course is devoted to teaching the fundamentals of debate theory and argumentation, with the focus on Lincoln-Douglas style debating as the medium through which to practice. Experienced debaters and theatre people may extend their skills, while students with no background can acquire some experience and so be able to decide if they want to pursue Speech and Debate at school.

HISTORY, ECONOMICS, AND POLITICS



Money, Banking, and the Economy All Grades *6 Hours*

What is money? Where did it come from? Most people haven't a clue. This course answers those questions and many more. The history of money and financial institutions is traced from ancient times to the present in order to plot man's heroic efforts to bring its subtle mysteries under control.

The course also moves beyond history to an understanding of contemporary money, banking, and modern economic life. The story of money is seldom dull.

MINOR COURSES

The Supreme Court and the Bill of Rights

6 Hours

11-12

The Bill of Rights protects our individual rights and freedoms. The Supreme Court continually deals with challenging cases in its role of interpreter of the Constitution and defender of our fundamental rights.

In this interactive course students and teachers deal with the cases and controversy faced by the Supreme Court. Discussion focuses not just on the facts and decisions, but also on the reasoning behind the Justices' opinions and the impact Court decisions such as abortion, desegregation, and affirmative action are argued every day. If you wonder why nine individual people have such power over our lives, and what they do with it, this is the course for you.

Some Court decisions studied are *Mapp v. Ohio*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Brown v. Topeka*, *Roe v. Wade*, *New Jersey v. T.L.O.*, and *Hazelwood School District v. Kuhlmeier*.

International Relations

6 Hours

11-12

Is nuclear war an acceptable instrument of international diplomacy? Can parts of the nation be sacrificed to save the rest? Should the U.S. support revolutions abroad? How important should public opinion be in the formation of foreign policy? Can the United Nations be an effective force for world peace?

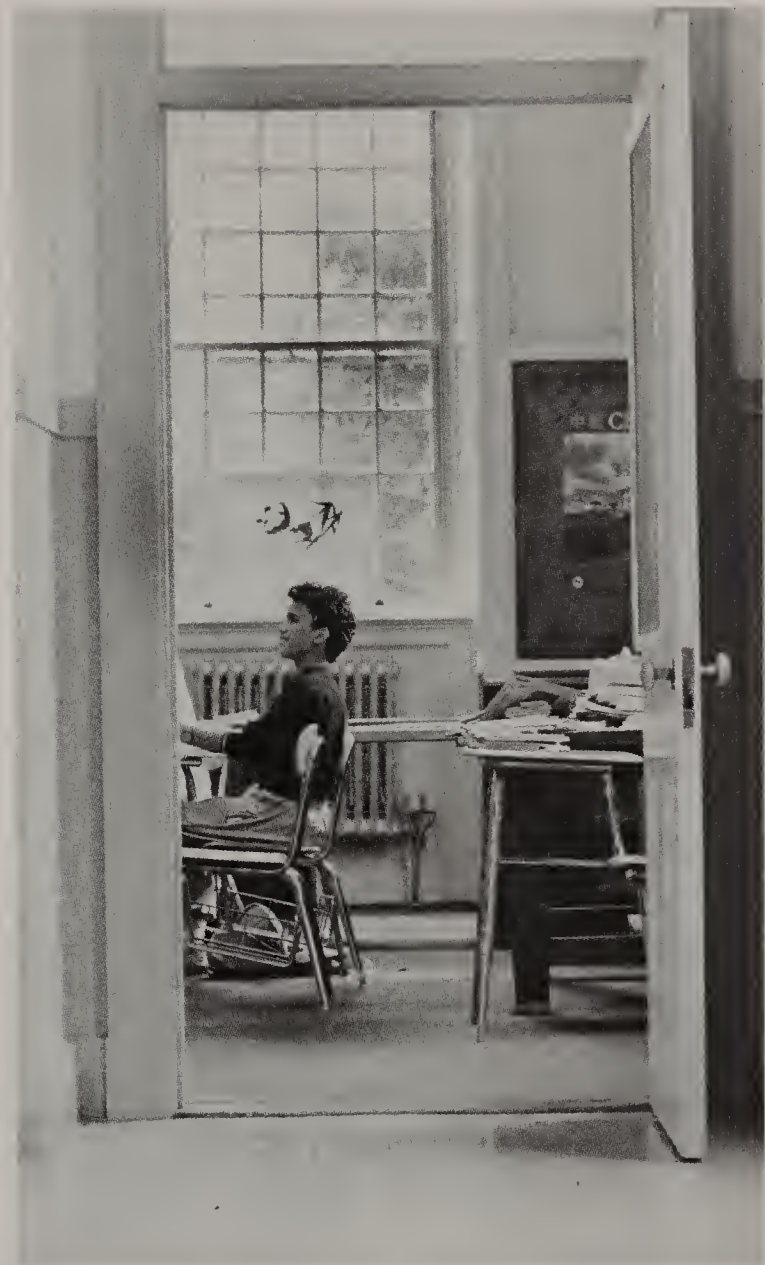
These and other questions are discussed in the study of the methods used by nations to achieve their objectives in international affairs. The course concentrates on the following techniques: diplomacy, war, law, propaganda, intelligence, government, alliances, and treaties. Library research and class notes provide the core of information on the different concepts and approaches. Part of each class is given over to the discussion of current developments in world politics.

Throughout the course students have the opportunity to put their knowledge to work in complex simulation exercises designed to give practical application to what has been learned.



Soviet History and Politics**11-12***36 Hours*

The purpose of this course is to demystify the Soviet Union by leaving aside decades of fear, ignorance and ideological distortion, and to concentrate on the inner workings of Soviet society. The course draws on a wide variety of sources (historical documents, Russian literature, leaders' speeches, official, underground and emigré publications, films, etc.). It covers the roots of Revolution in 19th century Russia, Marxism, the Bolshevik seizure of power, Stalinism, and the Khrushchev era, and culminates with Gorbachev's "glasnost" campaign.



MINOR COURSES

LANGUAGES



Conversational Spanish *6 Hours*

All Grades

A course designed especially for students who have studied Spanish for two years. Directed conversational exercises enable students to progress according to their own needs, be they building a broad vocabulary, increasing fluency, improving pronunciation, or sharpening audio discrimination. Since accurate usage is one of the most important goals of the course, the conversational projects are supplemented by appropriate study of the structure of the language. Beyond the textbook, a variety of audio-visual materials are used to stimulate conversation, including laboratory tapes of drills and songs, newspaper and magazine articles, as well as various videos.

Conversational French *6 Hours*

All Grades

Open only to students who have completed at least two years of French, this course places special emphasis on specific aspects of spoken French. Intended for students who understand French rather well but need to gain confidence and efficiency in speaking, the course is conducted entirely in French. Dialogues, speeches, debates, interviews, and role-playing are reinforced by a study of topical vocabulary, idiomatic expression, and applied phonetics.

Introduction to Japanese**All Grades***6 Hours*

For business or for pleasure, the language and culture of the Japanese people play a significant role in the world today. This course is an introduction to spoken and written Japanese, a language which is rich in tradition yet highly adaptable and modern in many ways. Students develop practical vocabulary and conversational skills through active usage, and master *hiragana* (the 46-letter "alphabet"), some *katakana* (alternate letter forms), and about 75 basic *kanji* (derivatives from Chinese characters). This course will equip the student with enough linguistic knowledge to take a trip to Japan — or at least to a Boston sushi bar! — with confidence and enthusiasm.





MATHEMATICS

Intermediate Algebra *6 Hours*

All Grades

This course is a rapid review of first-year algebra, an in-depth study of second-year algebra, and an introduction to trigonometry. Some of the topics that are covered are polynomials and the operations performed with them, relations and functions, linear equations, second-degree equations, simultaneous equations, coordinate geometry, exponents, radicals, and circular and trigonometric functions.

It would be helpful to have had geometry prior to taking this course. **Not for students who have completed second-year algebra.**

Computer *6 Hours*

All Grades

Are you afraid of your personal computer? Learn to use it to extend your computational and problem solving ability. This course is designed for students with no past experience in computing, but with interest in developing an understanding of the capabilities of a microcomputer. Students concentrate on learning to program in Pascal. Students purchase a Turbo Pascal system disk which gives them access to the system whenever they are on an IBM or IBM compatible PC. Using a structured approach, students write programs and test them on the Academy's IBM personal computers. One year of algebra serves as an adequate background for undertaking a variety of applications, both mathematical and otherwise.

Trigonometry
*6 Hours***All Grades**

The name "trigonometry" is derived from two Greek words meaning measurement of triangles. While the solution of triangles forms an important part of modern trigonometry, it is by no means the only part or even the most important part. In the development of methods for the solution of triangles by computation, certain trigonometric functions occur. The study of the properties of these functions and their applications to various mathematical problems constitutes the subject matter of this course.

Other topics include working with equations, proving identities, and graphing functions.

Prerequisite: two years of algebra experience.





**Seahorse Valleys, Strange
Attractors, Chaos and Dust:
An Excursion into
the World of Fractals**

All Grades

6 Hours

Daily, we learn of new developments in physics, medicine and computer science. But what about new discoveries in mathematics? We already know everything there is to know about math, don't we? Absolutely not! New and exciting developments in mathematics occur all of the time. And one area of current research, dynamical systems, is particularly well suited for investigation by the intrigued and able high school student. This course is designed to give such students the opportunity to explore the field of dynamical systems, and with the aid of the powerful graphics capabilities of the Macintosh II, generate tantalizingly complex images called *fractals*.

We start by learning the mathematics needed to generate fractals. Forming the backbone of the course are concepts from pre-calculus (or a good intermediate algebra course) including quadratic equations, function composition, polynomials and imaginary (or complex) numbers. With those ideas thoroughly reviewed, we study topics specific to dynamical systems: iterative processes, attractors, and finally, the first fractal, the Mandelbrot set. **Interested students should have successfully completed two years of algebra and have a strong interest in mathematics.** Knowledge of a computer language such as BASIC or Pascal is helpful, but not required.

MUSIC

Chorus
*6 Hours***All Grades**

The Summer Session's Chorus is made up of the combined voices of students who take this course and all the students of the Chamber Music Program. The Chorus meets every class day and on occasion performs with orchestral accompaniment. No previous experience is necessary, just a desire to work hard and enjoy an intensive choral experience.

Symphony Orchestra
*6 Hours***All Grades**

Students taking this course join members of the Chamber Music Program in daily orchestra practice. Applicants are accepted in the correct combination of instruments to form a symphony orchestra; the course is therefore open to all symphonic instrumentalists (other than pianists). An audition tape is required of all players. Although previous chamber music experience is not a prerequisite, **all candidates for the Symphony Orchestra should have a music teacher recommendation.**



PHILOSOPHY AND PSYCHOLOGY

Problem Solving: Exercises in Unconventional Reasoning All Grades
6 Hours

This course introduces students to different strategies for solving complex problems; it begins with James Adams' analysis of impediments to clear and creative thinking and proceeds through the application of a range of strategies in the solution of some difficult problems, including business case studies.

How do you join nine dots arranged in a square with three straight lines, drawn without removing the pencil from the page? To solve this familiar puzzle, one must first overcome the perceptual block of the imagined boundaries containing the nine dots – and thereby take the line outside the boundaries to complete the connection.

The course is designed to help students deal with everyday problems with greater facility and effectiveness.

Encounter with God 11-12
6 Hours

All religious experience arises from the deepest human experiences of transcendence and finitude, from the awareness of the possibilities and limitations inherent in the human condition. Through the ages, human beings have claimed moments of direct contact with the transcendent Other, the ground of Being, or god. Such theophanies have permanently altered the lives of such individuals.

The literature of the Judeo-Christian tradition is filled with accounts of such experiences. Drawing upon the Hebrew Scriptures, the New Testament, and the autobiographies of assorted saints and mystics, we examine some of these "encounters with God" for their insights into the history and theology of religious experience. Students have the opportunity to challenge the authors of these writings and to explore their own ideas and feelings about such experiences through short letters to any of the principals in each of these stories, including God. In this way, we seek a deeper understanding of religious experience and the mythopoetic language often used to describe these powerful and transforming experiences of the sacred. Readings: Selections from the Hebrew Scriptures; Selections from the New Testament; Augustine of Hippo; Julian of Norwich; Teresa of Avila; Thomas Merton.

Logic 11-12
6 Hours

As an introduction to deductive logic, this course develops skills useful for many college-level courses, especially those in mathematics, computer science, philosophy, and law. Deductive logic, moreover, provides a useful tool in evaluating, formulating, and criticizing both the student's own beliefs and arguments, and the claims and arguments made by peers, teachers, and public figures.

Though not required, a strong background in mathematics, or experience with computers, is recommended.

Psychology: Current Issues
6 Hours

All Grades

This course analyzes some of the contemporary issues facing adolescents today. Topics are presented from both a theoretical and practical point of view. Discussions cover identity formation, physical development, family life, peer relationships, love and sex, drug use and abuse, delinquency, suicide, mental disturbance, moral judgement and value systems. Additional topics provided by the students themselves are also examined. No prior -knowledge of psychology is necessary.



Social Psychology
6 Hours

All Grades

Group conformity. Abnormal behavior. Mental illness. Freud. Personality. The unconscious. Gossip. Aggression. Prejudice. Persuasion. Influencing attitudes. Person perception. Leadership. What all of these topics have in common is that all, and many more, lead toward a study of Social Psychology. How do people get to like one another? When can we define ourselves as sane? Where are riots likely to happen? The course takes a look at all these subjects to determine why people interact the way they do. It is designed for those who have never had Psychology before.

MINOR COURSES

SCIENCE

Advanced Labs in Biology *6 Hours*

11-12

This laboratory course features a range of selected topics starting with the cellular level leading to the total organism and including some environmental aspects. The student becomes familiar with stereoscopic and compound microscopes. chromatography, spectrophotometry, dissection, and data analysis are included in this course. The specific topics vary greatly from freshwater ecology to nutrition and digestion. **Prerequisite:** one year of biology.

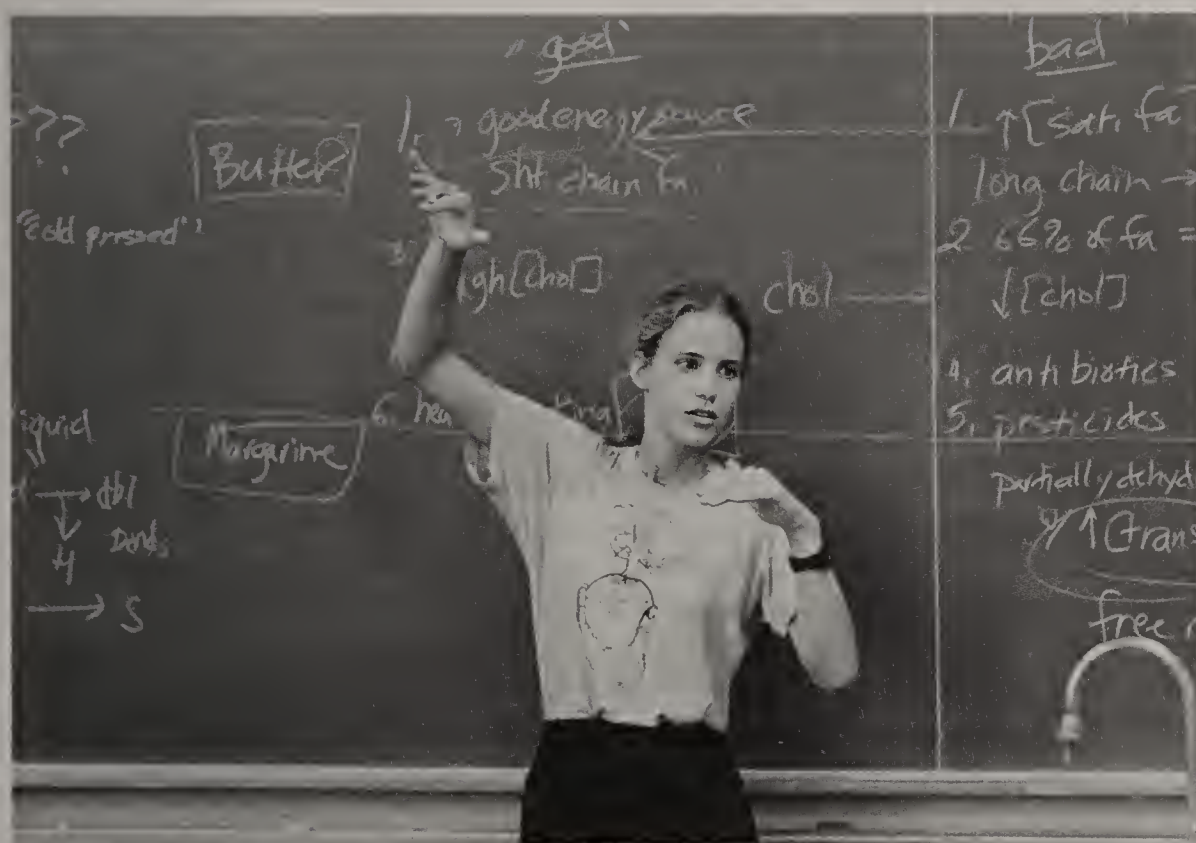


Molecular Biology and Genetics **All Grades** *6 Hours*

LIFE! We study the complex molecules that comprise our muscles and cells, fuel us, direct growth, and store hereditary information. We examine how DNA accomplishes the passage of genetic information generation after generation, the basic techniques involved in genetic engineering, and the implications of that technology. Finally, we examine how our immune system is affected by the AIDS virus, current treatments and potential cures. **Prerequisites:** one year of biology; one year of chemistry.

Athletic Fitness Training **All Grades** *6 Hours*

Athletic Fitness Training is designed to teach specific training techniques for individual and team sports. A fundamental training regimen includes goal-setting, cross-training techniques, injury prevention and treatment, weight training, nutrition and self-designed fitness programs. Lectures, discussions, and written assignments complement the physical training. Students are required to concentrate on one sport as an Afternoon Activity for the entire session, to allow them to apply their individual training programs. Reading includes *Physical Performance, Fitness and Diet, Physiology of Sports, Stretching* and other material.



Introduction to Electronics

6 Hours

All Grades

This is a survey course in the foundation of electronics. There is some class time spent in lecture, but the majority of the time is spent in lab. The student learns the many concepts of basic electronics through the building and testing of basic and intermediate level electronic circuits and devices. The major topics covered are (DC) direct current, (AC) alternating current and electronic circuits, and digital electronics. The student studies devices such as diodes, transistors, and integrated circuits. The labs include building power supplies, operational

amplifiers, oscillators, timers, and digital electronic devices. Through lab, lecture and homework the student gets a broad and thorough background in both the theory and practical applications of basic electronics. *The course presupposes no prior knowledge in electronics and only a minimal background in basic algebra.*

Admissions

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong school record and a serious desire to spend the summer in challenging, disciplined study. For this reason we do not permit weddings or other family functions to interfere with classes, which are held six days a week.

The Summer Session accepts academically qualified boys and girls who have completed the ninth, tenth, eleventh, or twelfth grade.

As a general rule, those who have attended the Phillips Academy Summer Session once are not eligible to attend a second time. Our policy is to open the experience to as many boys and girls as we possibly can, and we think it is sound advice to students to seek different experiences every summer.

Application Envelope

All application material—the recommendations, the school report, the transcript, the autobiographical statement, together with the application form itself—must be placed in a *single envelope* and mailed to the Phillips Academy Summer Session. (We have enclosed an appropriate envelope for your convenience.) Mailing the application material in any other way than in a single package results in serious delay for that application and may even jeopardize the applicant's chances for acceptance.

Application Forms

Four tear-out application forms are provided in the back of the catalog: *Form 1* (the student application) to be filled out by the student and signed by the student and parent; *Form 2* (the school report) to be filled out by the school counselor, placed in an envelope provided by the student, sealed and signed across the seal by the counselor, and collected by the student, who will then enclose it, together with the other application material, in the application envelope provided in the back of the catalog; and *Forms 3 and 4* (two teacher recommendations) to be filled out by two of the student's instructors and handled in precisely the same way as the school report. In addition, the student must provide an *autobiographical statement* (See page 88) and a *transcript* from his or her school (must include *current year grades*). All material should be mailed together in one package. Please be certain that the non-refundable \$20 application fee is enclosed.

When to Apply

Students should apply immediately after receiving the 1990 catalog in January or February. There is no application deadline in the usual sense of the term. However, applications which arrive later than March 1 are often too late for applicants to get their first or second choices of courses or too late for any place except on a waiting list—at best an uncertain prospect for admission.

All four application forms and the student's autobiographical statement are very important in the admissions process. *The question of admittance cannot be determined until all application material has been received; and since the capacity of the Summer Session is limited, early application is necessary to avoid disappointment.*

Tuition, Board, and Room

The \$2500 charge for boarding students includes tuition, board, room and medical insurance. See p.18. The day student charge of \$1850 covers tuition, all meals, and a place to study. A non-refundable \$20 Application Fee must accompany the Application. Within two weeks of acceptance, the student pays a non-refundable \$300 deposit, credited toward the tuition charge. *To ensure the student's admission the balance is due on or before May 24.* All checks should be made payable to the Trustees of Phillips Academy and sent to the following address: Summer Session, Phillips Academy, Andover, MA 01810.

In accordance with Summer Session policy, a student cannot be registered until his bill is paid, and no refund is made of the deposit or of the tuition and board and room charges to the student who withdraws or is dismissed. *Foreign students, please refer to Foreign Student Information Insert for specific payment instructions.*

Scholarships

The Summer Session actively seeks qualified and promising students from a wide range of backgrounds. For many students a six-week summer academic experience at Phillips Academy may provide the skills and self-discipline essential to success in college, career, and later life.

Since we do not want any qualified student to be denied the opportunity of attending the Summer Session because of his or her inability to pay, partial and full scholarships are awarded according to financial need, which is determined by computation based upon the parents' income and not upon academic performance. Given the fact that our funds are limited, in fairness to everyone, we ask that students apply for scholarship aid only if they cannot attend the Summer Session without it. Our limited funds also preclude our offering scholarship aid to foreign students. Early application is absolutely necessary for those requiring financial aid. All application forms, including the Financial Aid form and a copy of the most recent IRS 1040 form, or other income tax form used must be received no later than March 1.

A Financial Aid form is not sent automatically. Please write or call to receive one.

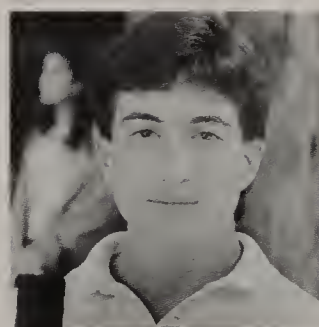
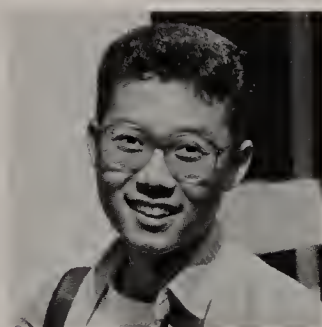
Drawing Accounts

The Treasurer's Office will no longer handle student banking. Cirrus Network money machines have been installed on campus to facilitate student handling of their "spending money". A checking account opened in a Cirrus Network bank (located throughout the U.S.A. and Canada) *before coming to Andover* will allow parents to deposit funds locally which can be drawn on by students with their money card. Foreign students, please refer to Foreign Student Information Insert for Drawing Account options.

Students who wish to live as simply as possible should not find expenditures for textbooks and extras in excess of \$350. (For greater expenses, see Trips and Tours, page 17.)



1989 Summer Session Students



Aarts, Dian P.
Den Bosch, Holland

Abbott, Henry T. F.
Newberg, OR

Abookire, Alisa A.
Brecksville, OH

Acevedo, Elizabeth
Brooklyn, NY

Acharya, Nishit H.
Wayland, MA

Acra, Susana
*Santo Domingo,
Dominican Republic*

Adachi, Andrew A.
Scarsdale, NY

Aftergut, Kent S.
Houston, TX

Aguilar Aaron
Fort Worth, TX

Ahmed, Ali H.,
Irmo, SC

Ahn, Helen C.
McLean, VA

Ahnn, Michelle M.
Anaheim, CA

Aikenhead, Emily K.
Pacific Palisades, CA

Airasian, Gregory P.
Natick, MA

Alejandro, Luz L.
Juncos, PR

Alexander, Carla S.
Ft. Worth, TX

Alexander, Karie J.
Toledo, OH

Alfonso, Ricardo
San Juan, PR

Ali, Nashwa
Swansea, MA

Alireza, Ahmed H.
Jeddah, Saudi Arabia

Alireza, Fadil, H.
Jeddah, Saudi Arabia

Alireza, Marwan A.
Jeddah, Saudi Arabia

Allais, Nicola
Gouvieux, France

Alpert, Caroline S.
Swampscott, MA

Alsobrook, LaLohni
Atlanta, GA

Altman, Trina L.
Tulsa, OK

Alturki, Rami K.
Dhahran, Saudi Arabia

Alvarez, Angel M.
Santurce, PR

Anderson, Land T.
Portland, OR

Anderson, Tommesha D.
Fort Worth, TX

Andrews, John C.
Burbank, CA

Angel, Jared D.
Paradise, CA

Angelone, Michelle R.
Fort Myers, FL

Anstey, Tamsin
Tokyo, Japan

Arbaizar, Ricardo
*San Sebastian de los
Reyes, Spain*

Archambault, David L.
Fort Yates, MD

Arditi, Jessica D.
Geneva, Switzerland

Ashworth, Britin E.
South Pasadena, CA

Atienza, Soledad
Seville, Spain

Babin, Whitney E.
Los Angeles, CA

Bae, Jackie I.
Milwaukee, WI

Bahk, Kenneth D.
Williamsville, NY

Baker, C. Gregory
Manchester, NH

Balik, Randy Neil
Sherman Oaks, CA

Barber, Sherry C.
Winter Park, FL

Barrett, J. O'Connor
Delray Beach, FL

Barrett, Lischa T.
Memphis, TN

Barry, Stewart M.
Wayzata, MN

Barth, Carolyn
Newton, MA

Bates, Matthew T.
San Fernando, CA

Battenfeld, Marc P.
*Karlsruhe
West Germany*

Baum, Kimberly M.
Columbia, SC

Beauvois, Lisa M.
Austin, TX

Becerril, A. Belen
Madrid, Spain

Bechen, Sarah G.
Lake Oswego, OR

Becker, Jonathan
Melville, NY

Beckham, Jerrell K.
Dayton, OH

Benda, Joelle A.
Hoeilaart, Belgium

Beno, Lahoma
Window Rock, AZ

Benyamini, Pascal
*Hampstead, Quebec
Canada*

Berland, Beth S.
Jericho, NY

Bermudez, Yesenia V.
Corpus Christi, TX

THE STUDENTS 1989



Bernal, Alberto
Madrid, Spain

Bernstein, Rebecca L.
Deerfield, IL

Bills, Bonnie L.
Albuquerque, NM

Bird, Alejandra Y.
New York, NY

Bishop, Allison R.
Beverly Hills, CA

Bishop, Katherine M.
Woodside, CA

Blanco, Mermel
Providence, RI

Blaser, Juliana M.
Sudbury, MA

Block, Stephanie L.
San Antonio, TX

Bodin, Thierry O.
Versailles, France

Bogad, Lesley M.
Encino, CA

Bonet, Carmen M.
Vega Baja, PR

Bony, Edith
Abidjan 08, Cote d'Ivoire

Boone, Melanie L.
Richmond, VA

Botein, Matthew B.
West Orange, NJ

Boutwell, Christian L.
Melrose, MA

Bower, Teru Ann
Greenwich, CT

Bowman, Lynda L.
Allenstown, NH

Bradford, Kimberly A.
Chicago, IL

Brann, Erik A.
Rockland, ME

Bright, Gary C.
Louisville, KY

Briseno, Jr., Zaragoza
Donna, TX

Brown, Fawn A.
Checotah, OK

Brown, Lysandra A.
Atlanta, GA

Brown, Timothia
Fort Wingate, NM

Browning, J. Craig
San Antonio, TX

Brue, Alexia S.
Burlington, VT

Bruner, Rebecca L.
Batavia, OH

Brylczyk, Karen A.
Andover, MA

Buck, Frances C.
Albuquerque, NM

Burelle, Cecile M.
Le Vesinet, France

Burelle, Emilie M.
Le Vesinet, France

Burgos, Isabel
Vega Baja, PR

Burkan, Jonathan W.
New York, NY

Caban, Joanna J.
Arecibo, PR

Cabassa, Ana M.
San Juan, PR

Cabezas-Gansler, Christine
McLean, VA

Cabrera, Marta L.
Madrid, Spain

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Sylvania, OH

Canady, Kelvin L.
Atlanta, GA

Canales, Hector A.
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Case, Jennifer L.
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Chamberlain, Priscilla A.
Corpus Christi, TX

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Chang, Ellen E.
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Chang, Timothy
Brighton, MI

Chapman, Kristina C.
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Chappell, II, Isaac S.
Dallas, TX

Chapple, Sarah P.
Dundas, Ontario Canada

Chaves, Anna P.
Hudson, MA

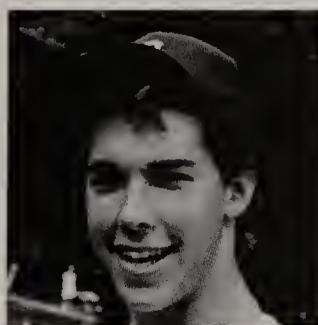
Chen, Allen T-C
Honolulu, HI

Chesney, Christopher P.
Memphis, TN

Ching, C. Denise
Santa Ana, CA

Cho, Kevin K.
Dix Hills, NY

Cho, Kyu-Sok
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Chung, Joseph S.
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Chung, Mina H.
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Chung, Sharon H.
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Chung, Theodore W.
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Chyung, David, S. H.
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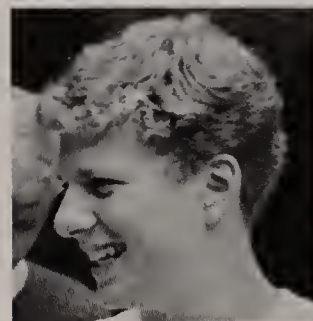
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Hopper, Daniel L.
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Kamar, Joe
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Karp, Joseph A.
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Kashiwabara, Kaori
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Katz, Elizabeth S.
Leawood, KS

Kaye, Alissa E.
Westfield, NJ

Keang, Holley
Lowell, MA

Keil, Douglas P.
Richmond, VA

Keith, Tamron R.
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Kennedy, Irene B.
Marquette, MI

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Ignacio, CO

Kim, Anne H.
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Kim, Charles H.
Sayville, NY

Kim, Constance G.
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Kim, David Y.
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Kim, Douglas J.
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Kim, Eugene J.
Fresno, CA

Kim, Ihan
Howell, MI

Kim, Joey B.
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Kim, Katherine H.
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Kim, Nancy D.
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Kim, Noory Y.
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Kim, Sam Y.
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Kim, Susie
Seoul, Korea

Kim, Victor
St. Thomas, USVI

Kim, William J.
Leonia, NJ

Kim, Young M.
Alpine, NJ

King, Tonique A.
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Klat, Diego
Juan les Pins, France

Kleinman, Michael A.
Woodmere, NY

Knox, Thomas M.
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Ko, Stephen
Warren, OH

Koffler, Daniel E.
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Kolvek, Wendy A.
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Kovacevic, Marko
Milwaukee, WI

Kreft, Laura H.
Elmhurst, NY

Kuang, David D.
Stavanger, Norway

Kupfer, Victor
Sao Paulo S.P., Brazil

Kurokawa, Tomoko
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Kury, David H.
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Kwon, Eunice Y.
Ambler, PA

Kwon, Jin Y.
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Kwon, Sabrina H.
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Kyong, Susan Y.
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Kyung, Hae Jin
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La Londe, Philip A.
Palos Verdes, CA

Ladenheim, David
Surbiton, Surrey
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Laflam, Paul F.
Franklin, NH

Lane, Julie R.
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Lasky, Kendall A.
Chattanooga, TN

Lavigne, Julie M.
Ferney-Voltaire, France

Lawing, Jason E.
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Lawlor, Stephanie T.
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Lawrence, Tracy D.
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Lawson, James A.
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East Cleveland, OH

Lee, Eunice P.
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Lee, Heather M.
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Lee, James J.
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Lee, James W.
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Lee, John J.
Short Hills, NJ

Lee, John Jieho
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Lee, Joo Eun
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Lee, Julie H.
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Lee, Keith
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Lee, Kenneth C.
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Lee, Mayo H.
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Lee, Raymond E.
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Warren, OH

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Manati, PR

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Windham, ME

Messinger, Joshua N.
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Miner, Deanna K.
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Mirabile, Christina S.
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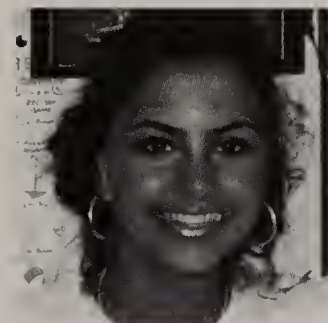


Park, Terry J.
Fullerton, CA
Parker, Mignon N.
Allston, MA
Parungao, L. Jennifer
Kewanee, IL
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Pierrard, Christophe
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Pineiro, Vannessa
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Praileau, Shontae
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Paris, France
Ryan, Marion
Geneva, Switzerland
Ryer, Christina M.
Marly le Roi, France
Saito, Erik
Okemos, MI
Salaz, Ernest A.
San Antonio, TX
Sanchez, Jose
Chicago, IL
Sanchez, Leticia
Ft. Worth, TX
Sanchez, Salvador
Chicago, IL



Sand, Carrie R.
*Hampstead, Quebec
Canada*

Santos, Keona D.
Marietta, GA

Saphier, Patricia J.
Los Angeles, CA

Sardjono, Sandra S.
Jakarta, Indonesia

Schaechter, Denise
Bogota, Colombia

Schafer, Egmont B.
*Darmstadt, West
Germany*

Scherrer, Nicole
Tannay, Switzerland

Schettler, Renee M.
Mesa, AZ

Schirman, Tamar D.
*Montreal, Quebec
Canada*

Schlesinger, Rachel L.
Scarsdale, NY

Schmitthelm, Ann Nina C.
*Heidelberg, West
Germany*

Schmitz, Julianne
*Heidelberg, West
Germany*

Schneider, David A.
Fort Lauderdale, FL

Schuster, Jason T.
Merrimack, NH

Scott, Dana N.
Fort Worth, TX

Screven, Tracie
Dayton, OH

Senn, Laura M.
Summit, NJ

Sermchief, C. Nick
Fredericktown, MO

Shah, Seema N.
Danville, PA

Sharp, Daniel R.
Steamboat Springs, CO

Shea, Christopher J.
Corona Del Mar, CA

Sheen, Irene H.
Fremont, OH

Shepard, Laurie J.
Hudson, MA

Shpegel, Linda
Montebello, CA

Shropshire, Lee P.
Fort Worth, TX

Shub, Ellen K.
Albany, NY

Sibony, Gedi
New York, NY

Simpson, Tina Y.
Jackson, MS

Singh, Rahul H. R.
Norton, VA

Smith, Brent A.
Lowell, MA

Smith, Catherine H.
Ponte Vedra, FL

Smith, Rachel L.
Great Neck, NY

Smith, Raleigh W.
Wyoming, OH

Smith, Rusty G.
Joplin, MO

Smith, Todd C.
Sudbury, MA

Snyder, Jonathan J.
Altadena, CA

Sobol, Mindy L.
Pittsburgh, PA

Sohn, Carol
Lexington, MA

Soler, Pere-Pau
Barcelona, Spain

Solheim, Katherine P.
Portland, OR

Solomon, David E.
New York, NY

Sonder, Alexis R.
Philadelphia, PA

Song, Eugene
Portsmouth, OH

Song, Paula H.
Greenville, NC

Sonnenberg, Alexandra A.
Palo Alto, CA

Souaya, Jehanne E.
Springfield, VA

Sparling, Eric R.
Rancho Santa Fe, CA

Speller, Stephanie
Nashville, TN

Spiegel, Brennan M.
Los Angeles, CA

Srinivasan, Gautam
Jackson, MS

Stacy Jr., Joseph E.
Philadelphia, PA

Stanek, James F.
Costa Mesa, CA

Stark, Douglas A.
Holyoke, MA

Starr, Michael J.
Southborough, MA

Stavro, Astrid
Madrid, Spain

Stern, Justin S.
Leonia, NJ

Stewart, M. Jason
Bartlett, TN

Stieglitz, Alison J.
Miami, FL

Stoeffan, George
Stratford, CT

Stone, John R.
Missoula, MT

Stroehlein, Arne G.
*Goettingen, West
Germany*



Strother, Natasha D.
Philadelphia, PA

Sumner, Alixandra L.
Boonton, NJ

Sun, Carolyn S.
New Hartford, NY

Sun, Xiao-guang,
*Shenyang, People's
Republic of China*

Surliuga, P. Victoria
Torino, Italy

Taft, Nathan D.
Santa Barbara, CA

Taho, Mark R.
Tuba City, AZ

Tam, W. Wendy
*Hong Kong, Hong
Kong*

Tancredi, Lucy M.
Shrewsbury, MA

Tang, Kim Long
Lowell, MA

Tapia, Eduardo B.
Manati, PR

Taurisano, Marc P.
Fayetteville, NY

Taxin, Melissa E.
Brooklyn, NY

Taylor, Demetrius L.
Fort Worth, TX

Tedeschi, Elizabeth B.
Haddonfield, NJ

Teng, Winifred
Scarsdale, NY

Terada, Kazumi
Irving, TX

Thomas, Lisa
Ft. Worth, TX

Thomas, Nicole J.
Richmond, VA

Thompson, Bryan M.
Shreveport, LA

Thompson, Carter W.
Villanova, PA

Tikili, Emmanuel
New York, NY

Tisherman, Edana
Beverly Hills, CA

Tixier, Martin C.,
Paris, France

Tobin, Bradley
Brooklyn, NY

Toffolutti, Alessandra
Roncade (TV), Italy

Tongwarin, M. Ann
Du Quoin, IL

Toro, Cameline M.
Ponce, PR

Torres, Aurelio E.
San Juan, PR

Toscano, Anissa M.
Newton, MA

Travers, Jennifer
Medford, MA

Trueba, Rosalina
*Santiago de los
Caballeros, Dominican
Republic*

Truesdell, Deborah E.
Belle Mead, NJ

Tsang, Mimi H.
Hillsborough, CA

Tsao, Alice I.
Matawan, NJ

Tschoe, Marianne
Belleville, IL

Tsosie, Kaibah Sunshine
Fort Defiance, AZ

Tuohey, Danielle M.
Allston, MA

Turner, Daniel F.
Portland, OR

van Maanen, Karin
Nieuwegein, Holland

Varela, Rebecc A.
Vega Baja, PR

Vaughn, III, Kenyon
East Cleveland, OH

Vawter, Laura E.
Tampa, FL

Vazquez, Mauricio
Chicago, IL

Vazquez, Rogelio
Gurabo, PR

Verchick, Jene E.
Tarzana, CA

Vidal, Ana L.
Fort Worth, TX

Vidal, Betzaida
Catano, PR

Villagran, Monica M.
Corpus Christi, TX

Vismara, Elia Mariano
(CO), Italy

Vo, Hung K.
Somerville, MA

von Wentzel, Constantin
Koln 1, West Germany

von Wentzel, Severa E.
*Cologne 1
West Germany*

Vuong, Chanh, N.
Los Angeles, CA

Wagle, Sonya J.
Buffalo, NY

Wakasugi, Mariko
Tokyo, Japan

Walters, Stacy A.
Bronx, NY

Wang, Ellen H.
Buena Park, CA

Wang, Jennifer
*Taipei, Taiwan
R.O.C.*

Waymel, Sandrine
Ris-Orangis, France

Weatherbee, Henrietta
Baltimore, MD



Webb, Tamara S.
Los Angeles, CA

Wei, Jennifer W.
Taipei, Taiwan, R.O.C.

Weiksner, Michael G.
New York, NY

Weinrot, Daniel J.
Los Angeles, CA

Wells, Catherine A.
Chelmsford, MA

Wells, Phillip
*Elloughton,
No. Humberside
England*

West, Tar S.
Fort Worth, TX

White, Christy M.
Sabattus, ME

White, Jacinta S.
Dunwoody, GA

Wick, Alexander H.
Paradise Valley, AZ

Wick, Alyssa
Paradise Valley, AZ

Wilkins, David
Winter Park, FL

Williams, Erin M.
Palm Springs, CA

Williams, Ranada Y.
St. Louis, MO

Williamson, Lisa M.
Nashville, TN



Winkler, Stephen A.
Monroe, NY

Wolfe, Brian D.
Encino, CA

Wong, Dina M.
Los Angeles, CA

Wong, Jennifer
Bristol, CT

Woo, Yanghee
Cresskill, NJ

Wright, Traci
Milwaukee, WI

Wright, Veronica
Atlanta, GA

Wu, Amy C.
Scarsdale, NY

Xia, Ye
*Harbin-Heilongjiang
People's Republic of
China*

Xiong, Soua S.X.
Providence, RI

Yazzie, Donnie R.
Tuba City, AZ

Yee, Lareina A.
San Francisco, CA

Yim, Eunice X.
Rossford, OH

Yoon, Jane
Franklin Lakes, NJ

Young, Tamarah, N.
Dayton, OH



Younge, Crystal
Newark, NJ

Yun, Tommy D.
Northridge, CA

Zafolia, Vassiliki
Athens, Greece

Zana, Andrea
Milan, Italy

Zanders, Tyiesha
Bronx, NY

Zapanta, Jennifer M.
Pasadena, CA

Zgliniec, Sarah E.
Bloomfield Hills, MI

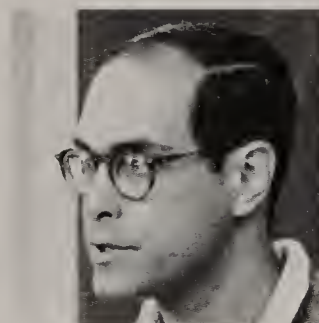
Zimmerman, Clare, E.
La Jolla, CA

Zucali, Paolo A.
Milan, Italy

Zuckerman, Sloan M.
Englewood Cliffs, NJ



The Faculty 1989



Adair, Jordan, M.A.
Dean of Students

Adderley, Rosanne, B.A.
TA in (MS)²

Ahmann, Dianne, B.A.
TA in Chemistry

Argyros, Ellen, M.A.
English

Avery, Anne, M.Ed.,
HC

Bardo, Sarah, B.A.,
HC

Bass, Franklyn, M.A.
English

Bensley, Audrey
*Intensive Studio Art,
HC*

Bensley, Gordon, A.B.
Intensive Studio Art

Bergerson, Katherine, Ph.D.
Chamber Music Programs

Bloch, M. Randall
TA in Chemistry

Boocock, Dana, A.B.
History, HC

Boots, Robin, M.A.
English, HC

Boyd, W. Chase, B.A.
Chemistry, HC

Brown, Joyce, M.S.
(MS)² College Counselor

Burton, Jan, B.A.
*Co-Director of College
Counseling*

Calhoun, Donna, M.A.
Mathematics

Cameron, John, M.A.
English

Canning, James, B.A.
TA in English

Carter, Linda, B.A.
(MS)²

Cavalear, Robin, M.M.
Chamber Music Program

Chaudhari, Ashok, B.A.
TA in English, History

Churchill, Eton, B.A.
French, HC

Collins, Richard, M.A.,
M.Ed.
History

Combs, Allen, B. Mus.
*Chamber Music
Program, HC*

Consiglio, Catherine,
M.M., *Chamber Music
Program*

Consiglio, Sandy, M.M.
Chamber Music Program

Cornell, Jennifer, A.B.
English, HC

Davies, Christopher,
M. Ed.,
Economics, HC

DeNiord, Richard,
M.Div., M.F.A.
English, HC

Desgranges, Anne, B.A.,
*Maitrise es Lettres
ESL, HC*

Di Nardo, Peter, M.A.
TA in History

Donaghue, Margaret
*Chamber Music
Program*

Dougherty, Mary, M.A.
TA in English

Dow, Mary, M.Ed.
*Director of
Lifeguarding*

Dowe, Patrick
*Assistant Athletic
Trainer*

Duke, Benjamin, M.A.
History, HC

Duncan, Andrew, A.B.
*TA in History and
Economics*

Ebenfield, Marc, B.A.
TA in ESL, HC

Eich, Edward, B.A.
School Photographer

Farrar, Brice, M.A.T.
*Chamber Music
Program*

Feliciano, Bernardo, A.B.
TA in English

Ford, Margaret, M.S.
History

Foster, Audrey, B.A.
*TA in Psychology and
Biology*

Foster, John, B.S.
TA in (MS)²

Fournier, Judith, B.S.
*TA in Biology and
Psychology*

Furman, Gregory,
M.S.E.E.
(MS)², HC

Gaston, Michael, B.A.
Theater

Genaro, Teresa, B.A.
TA in English

Gibeau, Deanna, B. Mus.
HC

Gilbeau, Peter, Ph.D.
*Chamber Music
Program*

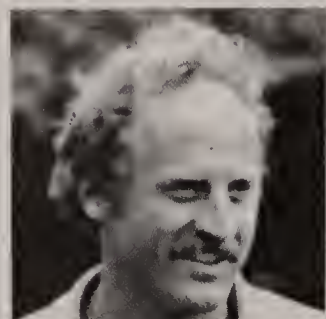
Gibert, Lynn LiCalsi,
B.A.
English, HC

Giman, Wendy, B.A.
TA in English

Glueck, Susan
TA in (MS)²

Goldsberry, Paul, M.M.
*Chamber Music
Program*

THE FACULTY 1989



Goldsmith, Daisy, B.A.
*Assistant, Spanish
Study Tour*

Goodenough, Mary, M.A.
*TA in Russian and
Philosophy*

Goodyear, Numi, Ph.D.
OCEANS

Gottfried, Roy, Ph.D.
English

Graber, Lisa, B.A.
TA in ESL

Green, Stephanie, A.B.
*TA in English,
Mathematics*

Greenbaum, Vicky, M.A.
English, HC

Guay, Paul, M.A., M.A.T.
English

Haftner, Melissa, B.A.
TA in ESL, English

Hannah, Frank, M.A.
(MS)²

Harrison, Geoffrey, B.A.,
B.S.
TA in History, English

Hayes, Preston, M.A.T.
(MS)²

Herzberg, Peter, M.A.,
M.Ed.
English, HC

Ho, Jian-Hua, B.S.
Chinese

Hollern, Christopher,
B.A.
*English, Social
Functions Director, HC*

Holley, Leon, M.A.
(MS)²

Hopkins, John, Ed.M.
*Co-Director of Trips
and Tours*

Horn, Cathy, M.M.
*Chamber Music
Program, HC*

Horwitz, Jill, B.A.
HC

Houmard, Charles,
M.A.T.
*Chamber Music
Program, HC*

Houser, Michael
TA in (MS)²

Howell, Timothy, M.A.
(MS)²

Huang, Cheng-Yu, M.A.
Mathematics, HC

Hunter, Sarah, M.Ed.
ESL, HC

Kalkstein, Bart
*Assistant in Radio
Production*

Katz, Michael, B.A.
*TA in Mathematics,
Computer*

Kernohan, James, B.S.
(MS)²

Kerr, James, B.A.
TA in English

Kiernan, Stephen, M.A.,
M.F.A.
English

Kirk, Heather, B.A.
TA in English

Kirker, James, B.A.
*Chamber Music
Program*

Koochekzadeh, Azideh,
B.A.
TA in (MS)²

Kuo, Jeffrey
TA in (MS)²

Leavitt, Richard, M.A.
Biology, HC

Leslie, Michelle, B.A.
TA in Mathematics

Lewis, Stephen, B.A.
TA in ESL, Spanish

Lisiak, Janice, M.S.
*Director, Computer
Center*

Lydon, Thomas, M.S.,
M.A.
Astronomy, HC

Mahoney, Margaret,
M.A.T.
ESL

Mahoney, R. Stephen, M.S.
Biology, HC

Maqubela, Vuyelwa, B.S.
HC

Mathews, W. Samuel,
B.Mus.
(MS)²

McCann, Rebecca, M.A.
Spanish, HC

McHenry, Elizabeth, B.A.
HC

McKee, Jean, B.A.
Director of Admissions

McMurray, John, M.A.T.
*Director of Intensive
Studio Art Program*

Melley, Timothy, M.A.
English, HC

Mennel, Timothy, B.A.
TA in Theater

Meredith, Joseph
TA in (MS)²

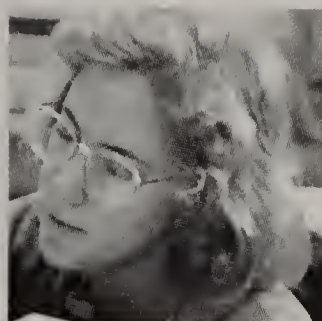
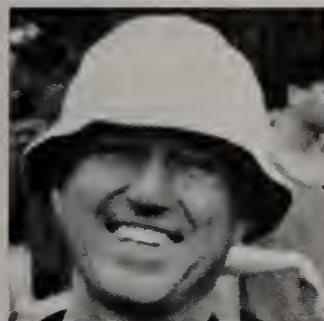
Michelson, Elena, M.A.
Russian

Milde, Robert, B.A.
TA in English

Miller, Charles, M.A.
ESL

Minné, Ronn, M.A., Ph.D.
Chemistry

Monaco, Vincent, M.M.
Chamber Music Program



Moore, Gary
TA in (MS)²

Moriarty, Bonnie, M.A.
History, HC

Morrissey, Dan
Athletic Trainer

Morse, Richard, B.A.
TA in English,
Photography

Norton, Paul, M.S.
Physics

Nyoka, Thamsanqa, B.A.
TA in (MS)²

O'Brien, Patricia, B.A.
TA in Psychology,
History

O'Hara, Susan, B.A.
English

Paradis, Andrea, M.A.
Director of ESL
Program, HC

Paradis, Daniel, B.A.
ESL

Paradis, Mark, B.A.
ESL, HC

Peffer, Randall, M.A.
Captain of the Sarah
Abbot

Piana, Francesca, M.A.
Director of Spain Study
Tour

Piquet, Daniel, M.A.
English

Pollack, David, M.F.A.
English, Chaplain, HC

Pottle, David, Ph.D.
Assistant Director

Powell, Phyllis, M.A.
Director

Powell, Judith, B.A.
TA in History, English

Quattlebaum, Edwin,
Ph.D.
Co-Director of Trips
and Tours

Quattlebaum, Ruth, M.A.
Dean of Students

Randall, Sarah, B.A.
TA in ESL, Psychology

Ranger, Pamela, B.A.
HC, Encounter

Reis, Frances, B.A.
Physics, Electronics,
HC

Rhodes, Julia
TA in (MS)²

Rice, Grantland, A.B.,
A.M.
TA in English

Rice, Margo, B.A.
OCEANS

Richards, Timothy, B.A.
Psychology

Richardson, Jonathan,
B.A.
Intensive Art Studio

Richman, Joseph, B.A.
Radio Production

Ringrose, Daniel, B.A.
TA in History, Computer

Roberts, Elizabeth
Chamber Music Program

Roberts, Jack, B.A.
Psychology

Robinson, Bonnell, M.A.
Intensive Studio Art

Rubin, Susanna, B.A.
Intensive Studio Art

Salvodon, Marjorie, B.A.
TA in French, ESL

Savage, Virginia, M.A.
Psychology

Schaphorst, Kenneth,
M. Mus.
Mathematics, HC

Schechter, Daniele, A.B.
TA in English,
Photography

Schmidt, Susan, M.A.
English, HC

Schoeffel, Mark, B.A.
TA in English

Schuetze, Joy, M.Mus.
Chamber Music Program

Schwarzer, Margaret, B.A.
English, Chaplain, HC

Shane, Veronica, M.S.,
M.A.
ESL, HC

Sherrill, Walter, M.S.
Director of (MS)²

Silver, Sharon, B.G.S.
Mathematics,
Computer

Silverman, Jonathan,
B.A.
TA in English

Smith, Lawrence, M.A.
English, HC

Soltani, Amir, B.A.,
M.A.L.D.
History

Stabile, Richard, B.A.
TA in Physics,
Electronics

Sullivan, Lynne, B.S.
Biology

Svec, Lisa, M.A.
HC

Sykes, Elwin, A.M.
(MS)²

Sykes, Rebecca, M.S.W.
HC

Taylor, Frances, Ph.D.
HC

Tezel, Selim, B.A.
TA in (MS)²

Thomas, William,
M.F.A., Director of
Chamber Music
Program

THE FACULTY 1989



Wanless, Deirdre, B.A.
TA in Physics, Biology

Warner, Sally Slade,
Ch.M., A.A.G.O
Carillonneur

Warsaw, Peter, D.M.A.
Chamber Music Program

Washburn, Andrew, B.A.S.
Mathematics

Washburn, Catherine,
M.F.A.
*Special Events
Coordinator, HC*

Washburn, Elizabeth, B.A.
HC

Washburn, Peter, B.A.
(MS)²

Weeks, Christopher, B.A.,
*TA in Mathematics,
Economics*

Weisbeck, Linda, M.S.
*Mathematics,
Computer, HC*

Welbon, Anita, M.Ed.,
M.A.
*TA in English, Minority
Counselor*

Wennik, Joseph, M.A.
*Coordinator of Afternoon
Activities,
Co-Director of College
Counseling*

Wesler, Karen, M.F.A.
Intensive Studio Art

West-Harper, Gloria, M.S.
(MS)²

Williams, James, B.A.
TA in Psychology

Wold, Miriam, M.A.T
Intensive Studio Art

Wong, Enoch
Chamber Music Program

Wurst, Dennis, B.A.
*TA in Mathematics,
English*

Yeager, Sarah, B.A.
TA in ESL, French

Yasuna, Edward, Ph.D.
English

Yocum, Denise, Psy.D.
Psychological Counselor

Zelan, Saul, B.A.
*TA in History,
Photography*

Zychowicz, Paul
OCEANS

1989 Statistical Information

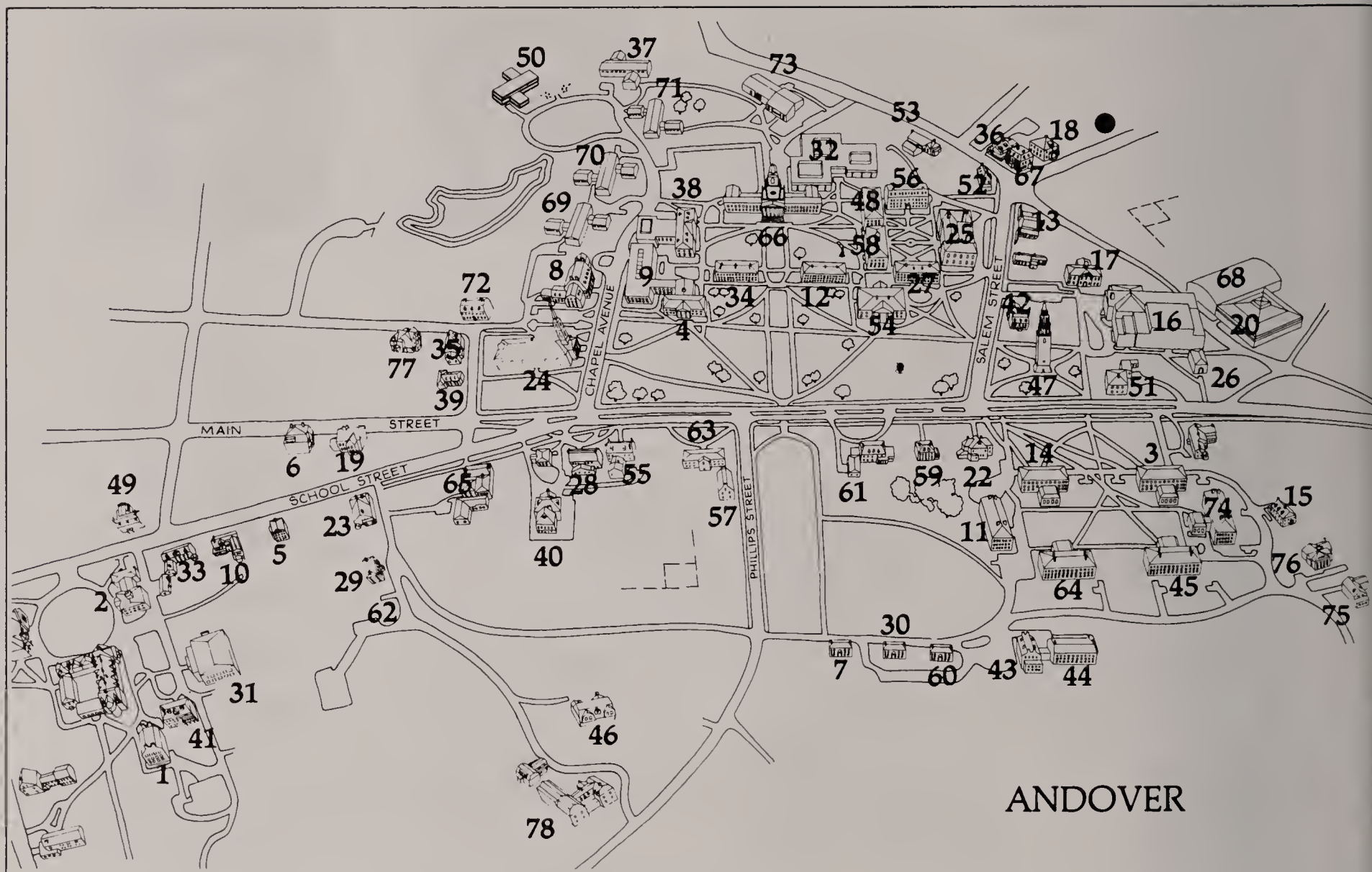
Geographical Distribution

Arkansas	2	Belgium	1
Arizona	9	Brazil	2
California	80	Canada	9
Colorado	7	Colombia	1
Connecticut	5	Cote d'Ivoire	2
District of Columbia	3	Dominican Republic	5
Delaware	1	England	5
Florida	10	France	23
Georgia	18	Greece	6
Hawaii	2	Holland	2
Idaho	2	Hong Kong	1
Illinois	31	Indonesia	1
Indiana	3	Italy	11
Kansas	5	Japan	6
Kentucky	10	Korea	3
Louisiana	2	Liechtenstein	1
Massachusetts	71	Norway	1
Maryland	8	Panama	2
Maine	5	Peoples' Republic of China	2
Michigan	6	Puerto Rico	27
Minnesota	2	Saudi Arabia	5
Missouri	5	South Africa	1
Mississippi	8	Spain	17
Montana	2	Switzerland	11
North Carolina	3	Taiwan	4
New Hampshire	15	U.S. Virgin Islands	2
New Jersey	39	West Germany	16
New Mexico	5		
New York	91		167
Ohio	31		
Oklahoma	2		
Oregon	11		
Pennsylvania	23		
Rhode Island	3		
South Carolina	2		
South Dakota	3		
Tennessee	12		
Texas	44		
Utah	3		
Virginia	10		
Vermont	2		
Washington	3		
Wisconsin	6		
West Virginia	6		
	611		

44 States, Puerto Rico, and 26 foreign countries

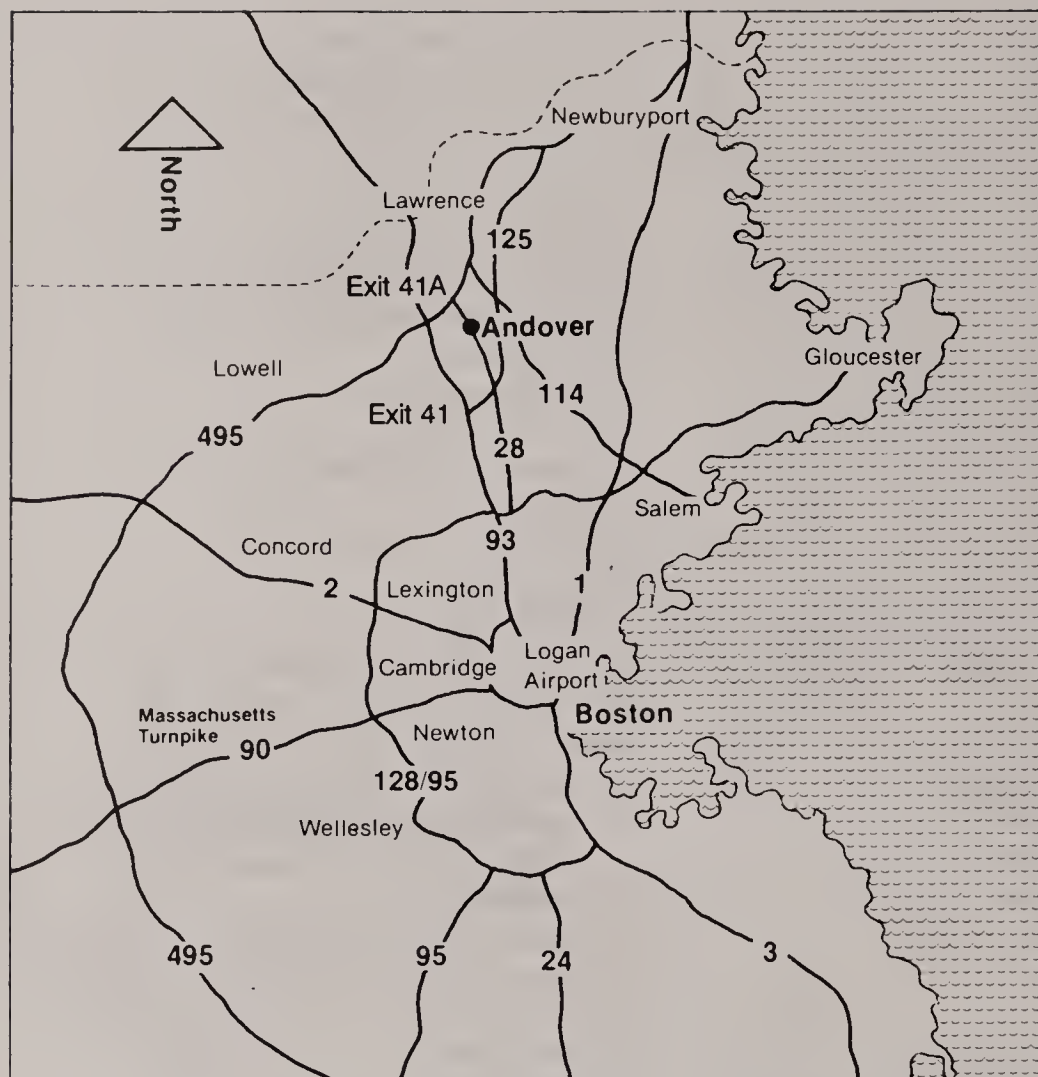
Class Distribution

	Boys	Girls	Total
Rising 10th graders	34	51	85
Rising 11th graders	175	235	410
Rising 12th graders	116	138	254
Postgraduates	20	9	29
	345	433	778
Boarding students	339	422	761
Day students	2	1	3
Spanish Study Tour	4	10	14
	345	433	778



INDEX TO BUILDINGS

1. Abbey House*
2. Abbot Hall
3. Adams Hall*
4. Addison Art Gallery
5. Alumni House*
6. America House*
7. Andover Cottage*
8. Andover Inn
9. Arts Center
10. Bailey House*
11. Bancroft Hall*
12. Bartlet Hall*
13. Benner House (Ceramics)
14. Bishop Hall*
15. Blanchard House*
16. Borden and Memorial Gymnasiums
17. Bulfinch Hall (English)
18. Burt House*
19. Carter House*
20. Case Memorial Cage
22. Churchill House*
23. Clement House*
24. Cochran Chapel
25. Commons (Dining Hall)
26. Cooley House
27. Day Hall*
28. Double Brick House*
29. Draper Cottage*
30. Eaton Cottage*
31. Engineering Building
32. Evans Hall (Science)
33. Flagg House*
34. Foxcroft Hall*
35. French House*
36. Frost House*
37. Fuess House*
38. George Washington Hall
39. Graham House
40. Graves Hall (Music)
41. Hall House*
42. Hardy House
43. Isham Hall*
44. Isham Infirmary
45. Johnson Hall*
46. Junior House*
47. Memorial Bell Tower
48. Morse Hall (Mathematics)
49. Morton House* (Alumnae)
50. Nathan Hale House*
51. Newman House*
52. Newton-Hinman House*
53. Nineteen Twenty-Four House
54. Oliver Wendell Holmes Library
55. Park House
56. Paul Revere Hall*
57. Peabody House
58. Pearson Hall (Classics)
59. Pease House*
60. Pemberton Cottage*
61. Phelps House
62. Power Plant
63. R. S. Peabody Foundation
and Archaeological Museum
64. Rockwell Hall*
65. Samaritan House*
66. Samuel Phillips Hall (History and
Modern Foreign Language)
67. Smith House*
68. Sumner Smith Hockey Rink
69. Stearns House*
70. Stevens House*
71. Stimson House*
72. Stowe House*
73. Elbridge Stuart House*
74. Taylor Hall*
75. Thompson House*
76. Tucker House*
77. Whitney House*
78. Williams Hall*
 - Hearsey House, new dormitory



TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Phillips Academy campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Summer Session office is marked by a sign at the road's edge at the north entrance to Samuel Phillips Hall.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take the exit marked "Andover" and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the Andover center. Turn left on Salem Street, by the Bell Tower.

The Trombly Commuter Lines, Inc., runs buses to Andover from the Transportation Building on Charles Street, Park Square, Boston. Visitors should call the bus company at 508-937-3626 for up-to-date information.

Inns and Motels in the Area

Andover Inn
Chapel Avenue, Andover
Telephone 508-475-5903

Sheraton Rolling Green Motor Inn
Lowell Street, Andover
Telephone 508-475-5400

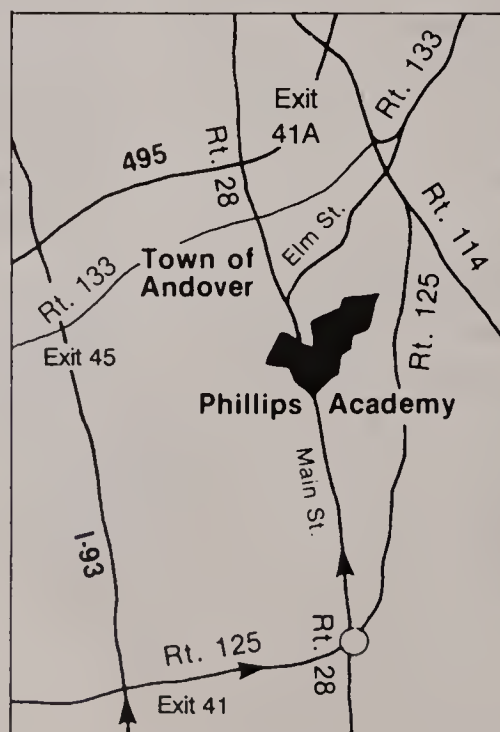
Merrimack Valley Motor Inn
Route 125, Chickering Road
North Andover
Telephone 508-688-1851

The Boston Marriott Andover
123 Old River Road, Andover
Telephone 508-975-3600

The Koala Inn
River Road, Andover
Telephone 508-685-6200

The Hampton Inn
Winthrop Avenue, Lawrence
Telephone 508-975-4050

The Holiday Inn
Winthrop Avenue, Lawrence
Telephone 508-686-9411



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The Summer Session, in accordance with Phillips Academy's Policy, admits students of any sex, color, national and ethnic origin.

CHECK LIST FOR COMPLETING YOUR APPLICATION

Please Return all Application Materials in the Large Envelope Provided in the Back of the Catalog.

1. Fill out Application Form 1 completely and attach the non-refundable \$20.00 application fee. Checks should be made payable to the Trustees of Phillips Academy and must be drawn on a U.S. bank in U.S. funds. U.S. banks now refuse to cash checks denominated in foreign currency. Foreign Students, please refer to Foreign Student Information Insert for payment guidelines.
2. Ask your counselor to give you a copy of your latest transcript including the *most recent* ('89-'90) grades.
3. Request that your guidance counselor fill out Form 2. Applicant should provide counselor with an envelope so that the form may be confidential.
4. Ask two current teachers to fill out the Teacher Recommendations (Forms 3 and 4). Applicant should provide each teacher with an envelope so that the forms may be confidential.
5. Autobiography: Without help, please write a letter in which you introduce yourself. Please discuss the following: interests, activities (extra-curricular, community, athletic), or experiences you enjoy or value most. What are your reasons for wishing to attend the Phillips Academy Summer Session? What contribution to society would you most like to make?
6. Assemble *All* of the above materials IN THE ENVELOPE PROVIDED; (use the check list on front of envelope) and return to Phillips Academy Summer Session. AFFIX ADEQUATE POSTAGE FOR THE APPLICATION PACKET.

Please Remember: No application for admission will be considered until all material has been received (including current grades on transcript.)

SPECIAL REQUIREMENTS FOR SPECIAL PROGRAMS:

Spain Study Tour Applicants:

Application forms specific to this program may be obtained by writing or calling the Summer Session Office. Do not use the forms in this catalog.

Chamber Music Applicants:

1. Same as above except Form 3 should be given to a music teacher and Form 4 to an academic teacher.
2. Include an audition tape.

Symphony Orchestra Minor Applicants:

Include an audition tape.

Intensive Studio Art Applicants:

1. Same as above except Form 3 should be given to an art teacher and Form 4 to an academic teacher.
2. Include a portfolio. (see page 21).

ENTRANCE APPLICATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810

1

TO BE FILLED OUT BY APPLICANT AND SIGNED BY PARENT

(Please Print)

1. Name _____ Sex _____ June Age _____ Birth Date _____
Last First Middle
 (Please circle name you use.)

2. Home Address _____
Street and Number City State Zip Code

Mailing Address (if different) or P.O. Box # _____

3. Name of _____ or _____
Parent(s) Guardian(s)

Please specify if Reports are to be mailed to parents with separate addresses.

Home Phone () _____ Office Phone () _____ FAX Phone () _____
Area Number Area Number Area Number

4. Present School _____ Present Grade level _____

5. School Address _____
Street and Number City State Zip Code

6. Name of Guidance Counselor _____

7. Refer to "Academic Requirements" in the catalog for guidance in choosing your courses. The course load for each student is 18 hours of class work a week which is fulfilled by taking either a 12-hour major course and a 6-hour minor or by taking one 18-hour course. (Note: No minor course selection need be made for Chamber Music, Intensive Studio Art, Oceans, or an 18-hour major.)

Since on occasion it is necessary to cancel a course that has not drawn sufficient enrollment, since it often happens that popular courses fill up quickly, and since it is not possible to offer multiple sections in all courses, it is imperative that the applicant select courses carefully and list **ALL FOUR CHOICES IN ORDER OF PREFERENCE**.

MAJOR COURSE CHOICES

1st _____
 2nd _____
 3rd _____
 4th _____

MINOR COURSE CHOICES

1st _____
 2nd _____
 3rd _____
 4th _____

(Over)

8. If you are an Intensive Studio Art applicant, please check here ☐

(Please remember that a portfolio (slides or prints) must accompany your application.)

Which of the Visual Arts do you wish to emphasize (Ceramics, Painting, Photography, Printmaking, or Sculpture)?

9. If you are a Chamber Music or Symphony minor student, please check here C.M.P. ☐ Symphony ☐

(Please remember that an *audition tape* must accompany your application.)

What instrument do you play? _____ How many years? _____

10. Foreign Students: please fill in the following information carefully:

Date of birth _____ Country of birth _____ Country of Nationality _____
Mo/Day/Year

Do you have a U.S. or Diplomatic passport? Yes ☐ No ☐

If the answer to the above is NO, it is necessary to answer the next question.

Are you a U.S. citizen, a permanent resident of the U.S., or a refugee legally admitted into the U.S.?
Yes ☐ No ☐

If the answer to the above is NO, you will require I-20 Immigration papers which will be forwarded to you for completion

11. Financial Aid Applicants: Do you require financial aid from the Summer Session? Please apply for aid only if it is absolutely necessary. (Aid applicants MUST mail in the pink Application for Financial Aid. Ask for this form immediately if you need one. The deadline for completed scholarship applications is March 1.)

YES NO

12. Are you applying as a Day Student (resident of Andover, North Andover, North Reading, Methuen, Lawrence only)?

13. Are you also applying to the 1990-91 regular winter session at Phillips Academy?

14. Do you have any relatives who are graduates, students, former Summer Session students, or employees of Phillips Academy?
(If so, give name(s), relationship to you, and relationship to the Academy.)

15. Signature of parent or guardian _____ Date _____

Please place this application, together with the rest of the application material, in the envelope provided at the back of the catalog and return to:

Maxine Grogan
Dean of Admissions
THE PHILLIPS ACADEMY SUMMER SESSION
Phillips Academy
Andover, MA 01810

SCHOOL REPORT

Summer Session

Phillips Academy, Andover, Massachusetts 01810

2

TO BE FILLED OUT BY YOUR GUIDANCE COUNSELOR AND RETURNED WITH YOUR LATEST TRANSCRIPT.

(If your school has no guidance counselor, have this form filled out by a teacher.)

All application materials should be returned in the large envelope provided in the back of the Catalog.

(PLEASE PRINT)

Applicant's Name _____
Last
First
Middle

Applicant's Address _____

Guidance Counselor's Name _____

Phillips Academy, founded in 1778, is a four-year boarding school of 1200 boys and girls. Its rigorous program is designed for very able students. The Phillips Academy Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Guidance Counselor:

Your early attention is crucial to the applicant's admission to the Phillips Academy Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

Please provide the following information:

1. His or her **latest transcript**, including the **current year's grades**. (If semester grades are not available, midterm grades are acceptable.)
2. All recent significant achievement and aptitude **test results**.
3. Number of students in candidate's entire grade . Exact or approximate rank (by decile) from top in entire grade . (Please estimate if exact rank unavailable.)
4. Please check:

This student is in an honors ☐, advanced ☐, standard ☐ level.

Classes are not sectioned ☐.

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. **Please indicate below your estimate of the applicant's promise of success in a demanding program.**

(Over)

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement (as compared to potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to Live within the Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Position _____

School Address _____

(School Name)

(Street)

(City)

(State)

(Zip)

School Tel. No. () _____

Counselor's Office No.
(if different) () _____

How long have you known applicant; in what relationship? _____

Thank you for your help in completing this form. Please make sure that you have signed the envelope across the seal for confidentiality.

TEACHER RECOMMENDATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810

3

TO BE FILLED OUT BY A CURRENT TEACHER

(Chamber Music students give to music teacher, and Intensive Studio Art students give to art teacher).

All application materials should be returned in the large envelope provided in the back of the Catalog.

(PLEASE PRINT)

Applicant's Name _____
Last First Middle

Teacher's Name _____

Phillips Academy, founded in 1778, is a four-year boarding school of 1200 boys and girls. Its rigorous program is designed for very able students. The Phillips Academy Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Teacher:

Your early attention is crucial to the applicant's admission to the Phillips Academy Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. Please indicate below your estimate of the applicant's promise of:

a. success in a demanding program?

b. contributing to the community life of the Summer Session?

Please check:

This student is in an honors ☐, advanced ☐, or standard ☐, level.

Classes are not sectioned ☐.

(Over)

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement (as compared to potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to Live within the Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Subject Taught _____

School Address _____

(School Name)

(Street)

School Tel. No. () _____

(City)

(State)

(Zip)

How long have you known applicant; in what relationship? _____

Thank you for your help in completing this form. Please make sure that you have signed the envelope across the seal for confidentiality.

TEACHER RECOMMENDATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810

4

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Applicant's Name _____
Last
First
Middle

Teacher's Name _____

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- a. success in a demanding program?

- b. contributing to the community life of the Summer Session?

Please check:

This student is in an honors ☐, advanced ☐, or standard ☐, level.

Classes are not sectioned ☐.

(Over)

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement (as compared to potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to Live within the Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Subject Taught _____

School Address _____
(School Name) (Street)

(City) (State) (Zip) School Tel. No. () _____

How long have you known applicant; in what relationship? _____

Thank you for your help in completing this form. Please make sure that you have signed the envelope across the seal for confidentiality.

Maxine Grogan
Dean of Admissions
The Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810

ENCLOSURES:

- ☐ Form 1 Application
- ☐ Application Fee
- ☐ Form 2 Counselor Recommendation
- ☐ Current Transcript
- ☐ Form 3 Teacher Recommendation
- ☐ Form 4 Teacher Recommendation
- ☐ Autobiography

SPECIAL PROGRAM APPLICANTS:

Music Audition Tape/Art Portfolio
MUSIC be mailed *concurrently* under *separate* cover.

Design, Ann Parks
Photography, Ed Eich
Printed by LaVigne Press, Inc.

PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS 01810

